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ABSTRACT

The document is comprised of (1) a series of reports evaluating a SUTOE (Self Understanding Through Occupational Exploration) career education pilot project conducted in an Oregon City (Oregon) junior high school and (2) sample curriculum guides from that project. A brief project overview, emphasizing the interdisciplinary, team approach employed, introduces the reports. Each department was responsible for developing and revising its particular curriculum. Two years of staff and materials development activities have been judged successful, and the program will be continued as a major curriculum area in the school. Demographic and statistical information and a summary of costs are included. Three evaluation reports, each of several pages' length, written at six-month intervals, are presented, as well as six briefer quarterly reports. Materials following the reports include: (1) students' career assessment form, an instrument designed to measure student growth and data for judging program effectiveness; (2) sample career education curriculum guides from various academic subject areas; (3) brief descriptions of 22 nine-week, non-credit enrichment courses called avocourses; and (4) 40 pages of career unit activities, showing the activities, plans, and lessons used by teachers in each grade level and discipline to accomplish career education objectives. (AJ)

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FINAL REPORT
of

"A Proposal to Assist Oregon City School District No. 62 to Plan and Implement a SUTOE Program in an Existing Curriculum"

Exemplary Project #03-62-009
in
Career Education
Project Duration: July 1, 1972-June 30, 1974

Conducted by

Thora B. Gardiner Jr. High School
Oregon City School District No. 62
Oregon City, Oregon 97045

Project Director: Lee F. Maxwell
Thora B. Gardiner Jr. High
180 Ethel Street
Oregon City, Oregon 97045

A Project Funded by
Oregon Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

June 30, 1974

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EDUCATION & WELFARE
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GARDINER JR. HIGH SCHOOL

SCHOOL DISTRICT 62-C, OREGON CITY

SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION
. . . an interdisciplinary approach to SUTOE

June 1974

*

sutoe
integrated

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I. Background and Educational Setting

Oregon City School District has a population of 17,800 and is located 13 miles south of Portland. Paper manufacturing and light agriculture are the primary industries. The school system has a total 1973-74 enrollment of 6,200; this is approximately an 8% increase over last year. The district has one high school with an enrollment of 1200, two junior high schools with an approximate enrollment of 750 each and eleven elementary schools. The project setting is Thora B. Gardiner Junior High School which includes grades 7 - 9 and a class of Special Education students.

II. Procedures

The teaching staff and administration of the two junior high schools in the Oregon City School District recognized the need for students of junior high age to know something of themselves, the economic nature of society, the nature of decision making, and how this information relates to career selection and the world of work. The S.U.T.O.E. program appeared to meet these needs and was the career education program that was selected to be implemented in the Oregon City Schools. Because of involvement, and secondly, budget restrictions limiting the addition of teachers, the administration and staff at Gardiner Junior High School decided to implement the S.U.T.O.E. program through an interdisciplinary approach without major staff additions.

The first step was to train our staff. Mr. Tom Williams, Oregon Department of Education, presented a short workshop one day to introduce our staff to S.U.T.O.E. objectives. The next step was to have as many of our staff as possible complete the SUTOE Workshop Inservice Class offered by Mr. Williams. This was accomplished during the winter and spring quarters of 1972-73. Twenty-six of the staff attended these sessions and wrote curriculum materials affecting their own subject areas. In addition to this, 6 of our staff members took training in administering and interpreting the General Aptitude Test Battery (GATB) and the Interest Checklist. During the spring of 1973, 2 of the staff took further training in the GATB so as to be able to train other staff members in its use. Also, several of the staff have taken further training in career related classes such as Career Awareness and Cluster Concepts. During this beginning period of time, many of our staff members visited existing SUTOE and Career Programs throughout the state. Among those visited were Seaside, Cascade at Turner, Cal Young in Eugene, Hamlin and Thurston in Springfield, Hood River Valley High School, Bethel, Whitford in Beaverton, West Linn High School, Gilbert and Floyd Light in David Douglas, Lake Oswego Junior High, and McLoughlin and the Owen Sabin Skill Center in Milwaukie.

A Project Director was appointed. Each department head was responsible for any curriculum revisions in their department and furnished completed revisions to the Director. The Director was directly responsible to the Principal and indirectly responsible to the Vocational Director for the district.

The various departments met throughout the two-year period to work on curriculum revisions. They were allowed to call in any consultants that they felt necessary. Each department was removed from the building at least three entire days during the period to work as a group on their career projects. A substitute was hired for each teacher from project funds. Each department has written and tested their curriculums. The purpose was to update their curriculums while including those career items as may seem to fit in each area. Once this was done, it was the job of the director, with the help of department heads and administration, to make sure each career item was in the curriculum area that it seems to fit best, and to make sure that there were as few duplications of effort as possible. To further this end, a scope and sequence chart was prepared. This chart was completed during the summer of 1973 and was put into use and revised in the fall of 1973 to show the staff exactly where they stood and what things still needed to be accomplished. Several curriculum samples are attached to this report.

The program has been considered so successful that it will be continued as a major curriculum area for the Thora B. Gardiner Junior High and is presently being considered for addition to the curriculum of the new junior high being opened in the fall of 1975. Budgeting will be included as needed in the various department budgets.

The idea of and ways of setting up a program of this type are easily transportability to any building that has a faculty that has the ability to work together. The various curriculum materials developed would probably not be very useful unless the two buildings were very much alike in physical features, curriculum, faculty, etc.

III. Results or Accomplishments of the Project

The specific goals and evaluations of each goal of this project are as follows:

1. To implement a S.U.T.O.E. Program through an interdisciplinary approach.

   This was accomplished in that approximately 90% of the staff was actively involved in writing and using career items in their respective curriculums. As the project continued most of the staff became active.

   As new staff members were interviewed and hired, the project and career materials became an integral part of the interview.

2. To provide a model where other school personnel may visit and observe how a S.U.T.O.E. program may be established without major staff additions.

   During the 1972-74 school years, the project was visited by approximately 200 people from various districts throughout Oregon, Washington, Montana, Colorado, Idaho, North Dakota, Wyoming, and California. Each visitor was briefed on the project, given any available materials, and allowed to move freely throughout the building talking to staff members and students.

3. To involve 100% of the students of Gardiner Junior High School in S.U.T.O.E. activities through an interdisciplinary approach including:
    a. Self Understanding
    b. Occupational Exploration

In addition to classroom activities that appear to include all students in the various areas, every student was involved in an evaluation program with the Career Assessment Form. All 8th and 9th grade students had the General Aptitude Test Battery and Interest Checklist administered and interpreted to them through their social studies classes and the Guidance Department. Also, most of our 9th grade students make use of the Career Information System (CIS). CIS is basically a library of occupational information. One of the tools is a teletype terminal which is used to get occupational information from OTIS in Eugene or the METCOM computer in Portland. There is more information about the use of CIS in the mathematics curriculum section of this report. All students applied for Social

Security Cards and any student over 14 could apply for a work permit if they felt that it would be needed.

4. To determine, with the use of appropriate pre and post evaluation, the outcomes of a S.U.T.O.E. Program taught at Gardiner Junior High School using this approach. The instrument chosen for this purpose was the Career Assessment Form found in the Doctoral Dissertation of Hartley Campbell. This was administered to all of the students both in the fall and again in the spring during each of the project years. The Guidance Department and the Clackamas County Intermediate Education District Testing Department are presently attempting to program this instrument into the computer so as to make the results more meaningful to the staff. An attempt is being made to show positive and/or negative movements with the answers from one testing period to the next as results of the career program. (A copy of the Career Assessment Form is attached.)

This evaluation of the program from within has been the one area that has given the most trouble in that it has been very hard to find measurable items in attitudes, ideas, thoughts, etc.

The attached outside evaluations shows that in interviews with students there was a general knowledge of careers. The students indicated that each of the teachers was including career materials in their courses of study "even band and art".

Other positive aspects have been a cooperative spirit never before evident among the staff. There was a general sharing of ideas and materials that had not occurred in the past. The evaluation of various staff members by the evaluation team showed a good knowledge of careers and a positive attitude on the part of all staff members interviewed.

There was a larger number of speakers than usual in the various classes during the project time. Nearly all of them were involved in discussing their particular career areas in addition to the subject matter that they were presenting. Among these were: ambulances services, doctors, personnel directors, Coop Work Experience Director, District Vocational Director, accountants, car salesman, bank personnel, armed forces personnel, representative of fertilizer, insecticide and pesticide industry, florist, extension agent, and sports newscaster.

Also started during the project period were a group of Avocourses. These are of a short (7 week, 3 days a week) duration, high-interest nature. These classes are either chosen by faculty or student interest. Many of them are directly related to careers. Attached is a copy of one nine-week offering.

IV. Conclusions and Recommendations

The general feeling among involved staff members is that this project is the best thing that has happened to this staff in a long time. There is a spirit of cooperation and sharing that has never been in evidence before. They feel that the career materials being presented are most worthwhile. The feeling among the students seems to be that the teachers are showing more concern about them because the careers discussions deal with each of them individually.

The visitations by the staff has shown them many helpful items other than just career materials. The work sessions by the various departments have caused the department to work more closely than ever before.

To this point many needed career revisions have been accomplished. There will be need for further work in revising and testing present changes and writing more into the curriculum as the next year progresses.

V. Summary

The Thora B. Gardiner Junior High School staff has been involved in implementing an interdisciplinary approach to a career program involving all students and nearly all staff members. Each department is responsible for revising its particular curriculum. The results from the various departments are perused; duplications are deleted and suggestions for additional items are made by the Project

Director, administration, and department heads.

At this point in time, the project appears to be a success. The excellent attitudes on the parts of both staff and student body as shown by the attached evaluation attests to this fact.

VI. Demographic and Statistical Information

a. Number of schools involved in project 1

b. Total number of students enrolled in project schools 750

c. Total number of students directly served by the project 750

d. Number of staff directly involved in or served by the project:

Professional/certificated 39

Classified 0

e. Estimated number of parents involved 0

f. Estimated number of other community persons and resource people involved 15

g. Estimated number of visitors to the project 200

h. Number of presentations on the project presented:

In-district 25

Out-of-district 8

i. Total number of guides, handbooks, materials developed 1

Breakdown of number of copies produced and distributed

Item	Number produced	Distribution
SUTOE: A New Approach	100	State Dept. (20) Visitors (80)

VII. Summary of Costs

A. Source of Funds:

State/Federal	16,170
Local	2,700
Other	---
Total	18,870

B. Breakdown of Costs

	State/Federal	Local	Total
1) Project Administration	1,360.00	---	1,360.00
2) Staff Development			
-workshops			
-released time			
-other (Curriculum Planning Time)	10,927.00	---	10,927.00
Total			
3) Supplies & Materials		2200.00	2,200.00
-If guides or handbooks produced, identify cost to reproduce: cost per guide________ total________			
-your estimate of per-guide or handbook cost, including development costs (such as staff development time, etc.) per unit cost________			
4) Travel, per-diem	100.00	---	100.00
5) Consultants	250.00	---	250.00
6) Evaluation	500.00	---	500.00
7) Other costs (Clerical)	100.00	500.00	600.00
8) Dissemination	800.00	---	800.00

Report of evaluation team on the:

PROPOSAL TO ASSIST OREGON CITY SCHOOL DISTRICT NO. 62 TO PLAN AND IMPLEMENT A S.U.T.O.E. PROGRAM IN AN EXISTING CURRICULUM

Originated by: Dale Davis, Voc. Dir. Oregon City Public Schools

For the: Gardiner Jr. High School, Oregon City, Oregon

Team members: Donald J. Austen, Clackamas Community College, Chairman
Dean Griffith, David Douglas District
Dr. Alvin Pfahl, West Linn Public Schools

Assisted by: Dr. Gordon Wallace: Career Ed. Coordinator, CCIED
Mr. Tom Williams: Specialist, Exploratory and Exemplary Programs, OBE
Mr. Dale Davis: Director Career Ed., Oregon City Public Schools
Mr. Don Barta: Principal, Thora B. Gardiner Junior High School
Mr. Frank Maxwell: Director, S.U.T.O.E. PROJECT

The evaluation dates: Tuesday, February 27th: Organizational Meeting
Thursday, March 1st: Visitation of Program
Monday, March 12th: Evaluation Report due: 12:00 noon

Introduction -

In this evaluation the team felt that we represented the "during" phase of the SUTOE program development as stated on page 5, paragraph "A",

> "A team of three qualified evaluators, selected by Oregon City School District in cooperation with the Oregon Board of Education, from outside the Oregon City School District, will be invited in before, during and after the implementation of this program." (Underline is mine)

Also, it was felt we could evaluate objectives #1 and #3 only, since #2 and #4 outcomes are mainly future oriented.

With this in mind an outline for procedure in the evaluation was designed and while that procedure is not included in this report, the results are. If the approach to evaluation comes into question, a copy of the method employed is available from the chairman or Dr. Gordon Wallace, OCIED Career Ed. Coordinator.

Don Austen, Chairman

With regard to objectives #1 and #3 we interviewed:

I. Administrators:

Each evaluation team member was assigned an Administrator to interview. The Principal, Don Barta, was interviewed by Don Austen; the Vocational Director, Dale Davis, was interviewed by Dean Griffith; the Project Director, Frank Maxwell, by Al Pfahl.

A. With regard to Budget Expenditures:

- the budget has been followed judiciously
- some allocations have been expended
- visitations monies has only been depleted by 1/2
- evaluation monies had not been used
- consultants monies had not been used
- curriculum planning has approximately $2,100 carry over
- fixed costs @13% of approximately $2,100 shown above is also still available

Recommendations:

Consultants should have been called in early as budgeted.

Possibly utilize substitute pay or curriculum planning to release faculty for visitation or department workshop retreats.

- It should be noted the budget has been wisely administered.

B. With regard to program:

- Administrators agreed in enthusiasm toward the project in general

- The program has earned the right to remain - after funding
- There is good faculty/administration rapport
- Administration has given the project their full support in integrating into the curriculum with S.U.T.O.E.
- Administration indicated the Hartley Campbell pre-test instrument was used at introduction of the project

II. Faculty

Each evaluation team member had appointments with three faculty members, and spoke informally with several others. One assigned interview was with a teacher assigned by the administration as being active in the project: then two other each were chosen at random by committee members.

A. General reactions as noted:

- The faculty projected active involvement in the project
- Obvious curricular efforts to introduce "careers" had been made
- Evaluators recorded a positive and optimistic attitude toward the project
- Faculty reaction indicated there was early collective enthusiasm but then were left to carry on generally on their own
- Some faculty felt the need of both departmental meetings and periodic total staff involvement. They felt need

seemed to be that teachers felt isolated in their efforts and would appreciate an exchange of ideas and formulate plans

- Teachers felt a degree of frustration in handling group processes (self-understanding emphasis). A need for skill development was indicated.
- Faculty members feel they have a greater number of students involved in the curriculum and noticeably less apathy

B. Evaluators Reactions:

- The faculty members evidences a positive and enthusiastic relationship to the program. Although there were an admitted few who were reluctant, they were not found by the team.

III. Students

Three groups of students were interviewed in a group session:

Ten students, random choice, of 7th graders (time 20 minutes)

Ten students, random choice, of 8th graders (time 20 minutes)

Ten students, random choice, of 9th graders (time 20 minutes)

A. Student reaction to program:

- Seventh graders were obviously "turned-on" to processes as detailed by the project
- All students interviewed indicated a knowledge of the

project - could describe activities related to program, and could convey ideas

- No student, of any group, could define S.U.T.O.E. yet could talk in detail about most of the activities which a typical SUTOE class would include--we see this as positive evidence of curricular integration of SUTOE concepts
- Student responses indicated the Avocourses fascilitated the project. Obvious enthusiasm was evidenced by students for the Avocational courses.
- Students seemed to accept all facets of the SUTOE project. No negativism was noted.
- Students indicated an awareness of the difference in emphasis on careers this year by their teachers as compared to former years. "Even in band and art".

General Recommendations

1. There was a concern voiced by teachers and administrators that enthusiasm has plateaued somewhat since the program's inception. It is, therefore, recommended that workshops, in-service or training sessions, be conducted for staff which will attempt to generate enthusiasm and pick up morale.
2. It would seem that a citizens advisory council, made up of community people, would be of "invaluable" assistance to the staff in the area of occupational explorations and public relations. The Committee recommends the

consideration of a Citizens Advisory Committee.

3. If the project receives further funding, two budgetory items will be necessary:
    (1) Ample funds for expenses incurred by visitors from other districts
    (2) Funds for dissemination of the project
4. Sometime before the end of the 1972-73 school year, it is recommended that a consultant be hired to conduct training sessions in group dynamics for the teaching staff.
5. If the project is funded another year, consideration should be given to contracting and involving the evaluation team earlier in the school year so that a more detailed and comprehensive evaluation of the program can be realized.
6. Funds should be allocated for field trips and for transportation for student job visitations.
7. Stations for short term work experience observations should be identified for student involvement.

A desire was evidenced by some faculty that more administrative direction by the principal would be desirable. The evaluating committee also sees this as a transitional need for continuation of the model after the project director position ceases to exist. Therefore, it is recommended that the project director increasingly coordinate project activities through the principal's position, for place on faculty meeting agendas, in-service meetings, work shops, and organizational activities. This is not to preclude the project director's activity in influencing individual staff and department organizations.

Report of Evaluation Team On

PROPOSAL TO ASSIST OREGON CITY SCHOOL DISTRICT 62 TO PLAN AND IMPLEMENT A S.U.T.O.E. PROGRAM IN AN EXISTING CURRICULUM

Originated by Dale Davis

Vocational Director, Oregon City Public Schools

for

GARDINER JUNIOR HIGH SCHOOL
OREGON CITY, OREGON

Team Members

Donald Austen, Systems Project Director, Chairman
Dean Griffith, Career Education Director
Dr. Alvin Pfahl, Career Education Director, C.C.I.E.D.

Assisted by

Dale Davis, Vocational Education Director, Oregon City Public Schools
Don Barta, Principal, Thora B. Gardiner Junior High School
Frank Maxwell, Project Director, Thora B. Gardiner Junior High School
Tom Williams, Specialist Exploratory and Exemplary Programs, State Department of Education

First Evaluation Date -------- March 1, 1973

Second Evaluation Date-------- November 8, 1973

INTRODUCTION

This is the second of three evaluations being conducted by the team members shown on the cover page of this report. The first evaluation was done on March 1, 1973, and reports of this are printed and available at Thora B. Gardiner Junior High School. In the initial evaluation, objectives 1 and 3 were the areas of concentration. At this evaluation, we reconsidered objectives 1 and 3 as well as examined evidences of objective 2, and made initial investigations into meeting terms of objective 4.

A preliminary meeting was held on November 8 to make plans for the in-school evaluation of November 20 and the format for evaluation is typed in outline form and a copy may be secured by contacting the Chairman at Clackamas Community College, 656-2631, extension 301.

Don Austen, Chairman

EVALUATION TEAM INTERVIEW OBJECTIVES

Thora B. Gardiner Junior High School

1) Students

   a) Is there any repetition from class to class or from year to year on occupational materials?

   b) Has there been work experience visitations?

   c) Has there been outside speakers?

   d) Has there been group interaction with discussion on occupational areas or on educational opportunities?

   e) Are students aware of receiving actual occupational information within their various subject areas?

   f) Are 9th grade students aware of the curricular opportunities at the senior high school?

   g) What counseling activities have been eminent to the students?

   h) Were aptitude and interest inventories properly explained?

2) Teachers

   a) Have they had in-service opportunities?

   b) Are they aware of the overall plan or matrix for the project?

   c) Is there actual administrative direction and leadership?

   d) Are they aware of future program projections?

   e) What is the level of enthusiasm among staff members?

   f) Is the faculty involved in ongoing planning?

   g) Are new faculty members properly briefed on the project?

   h) Is there interdepartmental planning with regard to the project?

EVALUATION TEAM INTERVIEW OBJECTIVES

Thora B. Gardiner Junior High School

(Continued)

3) The Administration and Counseling

    a) Has the principal assumed more of the project administration?

    b) What faculty orientation for new staff?

    c) What is being done to prepare for objective 4?

    d) What plans are there for carrying on the project after State funding?

    e) What field trips or student work involvement has taken place?

EVALUATION

Students: The committee elected to select (10) ten students from the school roster, from each of the 7th, 8th, and 9th grade classes, at random, and have them sent to a conference area at the time designated by the Chairman. Such selection eliminated the possibility of prior knowledge of reason for group assembly. The results obtained were as unbiased a reaction as is generally possible and the committee reactions to this phase of the evaluation are:

1) Career emphasis seemed to be generally spread throughout subject areas. S.U.T.O.E. was not definable as such, yet much of S.U.T.O.E. objectives were being accomplished.
2) Suggestions of repetition of materials between classes did not seem to materialize - that is, the students interviewed were not aware of any overt duplication of materials.
3) A lack of outside speakers, work station visits, field trips was suggested by interviews.
4) Ninth graders were largely ignbrant of career training potentials at the senior high school, at least at this point in time.
5) Our group discussion did not reveal any group games or simulation exercises which are part of S.U.T.O.E. and available for classroom use.

Recommend:

1) Director/Principal should be aware of the many simulation games available that could be available to interested

faculty members.

2) Utilize every opportunity to discuss career choices, or college plans with individual students. Many seemed to have unrealistic ideas about college training, manpower needs, training requirements or future training institutions.

3) Utilization of resource persons available through I.P.A.R. or other specialized technicians, parents, etc. is encouraged where applicable. We realize field trips have been curtailed due to financial cutbacks and now a fuel shortage. These can be supplemented by the above suggestions.

4) Ninth graders should be introduced to a four-year planning sequence, if possible, early in the fall so that supporting courses to later clusters or other career curriculum plans could be made. Little seemed to be known about what was available at Oregon City High School.

Faculty: Each of three evaluators selected two (2) faculty members, at random, but with an intent to cover most disciplines, avoiding those interviewed on first evaluation.
Faculty chosen were Don Gribble, Phil McMichael, Russell Nelson, Shauna Krieger, William Boggs, and Esther Mason.

Comments

Generally, the faculty continues to show enthusiasm and good understanding of the goals of the project. Planning sessions at fall in-service allowed for reasonable department cooperation and projection of objectives.

We did note:

1) Economic factors of careers seemed to be stressed above

the social factors of a regular S.U.T.O.E. program. Group discussions relating to occupational expectations, attitudes, getting along with fellow workers, or other "self-understanding and social activities" of project.

2) Is it possible to get more young people out with a parent on the job - then relating experiences verbally, etc.

3) Use of resource people might be increased. Already mentioned was I.P.A.R. or state or county people as well as commercial organizations.

4) We continue to recommend strongly that consideration be given to a parental advisory board to give suggestions for continued activities and to give faculty approval to what is being done. This communication avenue can be invaluable to the school -- properly used.

5) Be sure new faculty are oriented to program no matter when they join the staff. In general, the fall orientation should be scheduled three to six weeks after beginning of school to avoid school starting pressures.

6) Be sure faculty is briefed on GATB and USTES, and how these instruments are used within the project boundaries.

7) Be sure entire faculty is included in the original survey and any updating of the Project. S.U.T.O.E. in-service for the integrated project needs to be given to the entire faculty and needs to be nearly as thorough as for teachers of the original non-integrated program.

Administration: The committee met with the Project administrative and support personnel which individuals included:

Mr. Don Barta, Principal

Mr. Lee Maxwell, Project Director

Mr. Bob Bundy, Counselor

Mr. Dale Davis, Vocational Director, O. C. Schools

Dr. Terry Lundquist, Asst. Supt., O. C. Schools

Rev. Kenneth Hamar, Chairman, Gardiner School Board

General Comments: The committee agreed that the administrators made the evaluation of their project much easier by their courteous and alert cooperation and promptness in answering every request.

Specific Comments:

1) The slide presentation covering most project activities seemed worthy and upon completion should present a comprehensive project overview. The visual work was well done.

2) We commend the project outreach (Gladstone in-service) which begins to disseminate this project information to other school districts. In school visitation by other districts also has its part in this effort.

3) Definite observable change has taken place with regard to last evaluation suggestions, i.e., that the principal take over more of the project direction against the time when monies would no longer be available for a director. There is still some delegated responsibilities (to Lee Maxwell) that will need to be assumed by the principal to this funding cessation.

4) Mr. Bundy indicated a possible need to re-access the

counseling responsibilities under the S.U.T.O.E. and ascertain whether there are enough counselor-related activities taking place to meet objectives. Dale Davis will be assisting with Career Education Curriculum opportunities from the high school.

5) Continued ongoing planning is important and the committee encourages such activity both on a total staff and the department levels.

6) The post test evaluation instrument is determined to be in development and will be ready for use after project period ends. The committee feels this will provide one of the major evaluative instruments to the project, and will make its contribution to the fourth objective of the original project paper.

7) The administrators indicated that the integrated S.U.T.O.E. project will continue to be a viable part of the total teaching objectives of Gardiner Junior High. Funding considerations through the budget already indicate this decision and this is a fine example of the use of these State funds to encourage local districts with "seed money". Much of the credit must go to an active administration and a cooperative and alert faculty.

DJA:lkm
11-29-73

THIRD EVALUATION

of the

PROPOSAL TO ASSIST OREGON CITY SCHOOL DISTRICT NO. 62 TO PLAN & IMPLEMENT A S.U.T.O.E. PROGRAM IN AN EXISTING CURRICULUM

Evaluation Team Members

Donald J. Austen, Chairman - Clackamas Community College

Dean Griffith - David Douglas District

Dr. Alvin Pfahl - Clackamas County I.E.D.

Evaluation Dates

First Evaluation - November 20, 1973

Second Evaluation - March 1, 1974

Third Evaluation - April 25, 1974

Submitted May 6, 1974

Donald J. Austen, Chairman

INTRODUCTION

This report represents the findings of the committee on the third and final examination. In preparation for this evaluation, we felt there were six areas that needed concentration - the first part of this report deals with those six areas.

The second part is brief but summary in nature. For the total evalaution picture, we refer you to the other earlier reports listed on the cover page.

Don Austen,
Chairman

1. Are new faculty being completely introduced to the SUTOE philosophy on entering the school system?

   Based on inquiry & responses from faculty and administration, we conclude:

   (a) The principal, in initial interviews, oriented the prospective faculty members to the SUTOE effort and philosophy.

   (b) An inservice seminar was held at Arrowhead Country Club where an entire day was spent on this topic.

   (c) In some cases, visits to other schools where some of these activities were being utilized.

   (d) Someone in each department either officially or unofficially undertook a leadership role and showed enthusiasm toward the project and helped to orient the new staff member.

   We comment further that: several felt it should be an on-going thing rather than certain in-service days . . . and that dept. chairmen are mainly responsible for keeping activities going within their discipline - or should be. There are several good examples of such department direction; we mention Science and Mathematics only as examples of several observed.

2. Can an integrated SUTOE program become so diffused or diluted as to become lost in the program and thereby become ineffective?

While there was personal concern among evaluators that this may or might have happened, the basis of the sampling interviews held concerning the project did indeed indicate that SUTOE was a known quantity to the teachers was unknown by itself to students. There seemed to be a general understanding of the perimeters of the goals and concepts involved in the program. The integration of the program appeared to be a cohesing element for staff motivation. Staff interviewed by evaluators indicated they were involved in the program, and, teachers with experience each concluded that the Gardiner staff had more motivation than previous staffs they had been with.

They attributed this to having this one common superordinate goal. The development and use of the over-all Matrix was quite influential in keeping the effort identifiable and the cooperative development of this (Matrix) was apparently an important part of the SUTOE effort in forcing faculty to re-examine their course goals and objectives. Many new ideas seem to have resulted from this experience.

3. What administrative direction is continuing to guide this program and what plans are there for Fall in this regard?

An examination of earlier evaluations will reveal our concern that direction of the project be centered in the Principal's office - in that project director Lee Maxwell would not be given time to coordinate efforts. Our observations are that this has indeed begun to happen and Don Barta is assuming a greater role than was apparent last fall. Some faculty still see Lee Maxwell as Director, probably due to his initial director's activity during the early stages of the project.

The principal of the school has effectively included a spot in his agenda for the direction of the SUTOE program. However, it is evident that his calendar many times is too full to take care of questions that arise. It appears at this time, that when a teacher needs assistance for an activity or curriculum development, the teacher returns to Lee Maxwell for direction. However, the coordination and authority deliniation for meetings, workshops, etc. still appears to be stimulated and directed by the principal. The evaluation team still was correct in directing that the principal get involved. While he is involved, the question still remains in mind, perhaps a coordinator is still necessary, but the relationship of that principal must remain in line of authority and responsibility.

Although Mr. Barta is supporting staff effectively, and is knowledgable about basic needs and program revisions, it still should be questioned whether a couple of hours daily of a "coordinator's" time would not be valuable to the continuation of the effort.

There appears to be ample evidence, from the District

Administration to the classroom Teacher, that the integrated SUTOE program has earned a permanent place in the curricular structure and philosophy of the school. Concepts have been integrated - even homogenized - into the various course objectives so that they have become an integral part of each program.

Plans for next fall in-service are made.

4. Has the community been involved to any extent? Who would make arrangements?

The evaluators have mentioned in all reports so far that this appears to be an area for concentration. The use of adult, community and industrial support has been minimal. Outside speakers (parents of children) have been in a traditional curriculum. The evaluators feel this is an area where much needs to be done and there is much to gain. Trips to business and industry cannot be duplicated in the schoolroom. Often certified teachers do not have contacts or feel comfortable in making such arrangements. Possibly this could be an area for in-service discussion as to what action the faculty and staff may want to take.

5. What is the present state of the budget?

A rather cursory examination of the finances indicated to the evaluators that monies had been well handled and used as designated. As suggested above (#4), there appears to be some funding un-used for field trips, etc.; and we see this as almost a lost opportunity at this point. In summary, we would reiterate that the financial aspects of the project have been carefully and responsibly disbursed according to the budget.

6. What evidence of the project can be seen in the various curriculum areas?

   a. Language Arts

      Five teachers were individually reviewed concerning their language arts program, and two teachers, being absent, wrote reports for the evaluator. Without exception, some SUTOE career exploration activities did take place in each and every classroom program of the teachers interviewed by this evaluator. They were significantly complex to make a difference. Not one teacher indicated a preference to drop the whole idea. Each saw this program as a better means to arriving at their desired instruction goals. This indicates that the instructional goals did not change, but the career education concept did offer a vehicle for more effective teaching.

      One teacher avoided the program for two years and involved the third. He enthusiastically supported the concept and can see that it did offer him opportunity to meet his instructional goals in a better manner. A thing that made him look at the program was so many visitors coming from all over. There must be something here that he didn't realize - he sampled, was successful, and thus, became sold.

My analysis is that Language Arts goals did not significantly change, that activities enhancing student interest did significantly change, and there was a general feeling that instruction with the SUTOE program was far more effective. Being more effective, it was more enjoyable, etc.

In conclusion, there was much evidence that this project had infiltrated the Language Arts Curriculum.

b. Math

The Math Dept. has developed, and is using, many new ideas re: Math and Career Education. Curriculum (with lesson plans) is excellent and makes a definite attempt to relate or apply math to the student and his/her needs. Objectives on matrix are on a whole, realistic and attainable.

c. Social Science

The 7th, 8th, and 9th grades social study teachers cooperated in developing their portion of the Matrix originally, but observation at this point indicates some on-going departmental meetings are in order to review, suggest, and update efforts across all the staff in Social Science Dept. There are no scheduled meetings as such, but most of the instructors meet daily unofficially.

In general, the Social Science Dept. has assumed the Career interest and aptitude instruments (Career Assessment Tests, General Aptitude Test Battery, and the Interest Check List) which is quite time consuming, but present thinking in academic circles still accepts these instruments as being valuable to the Self Understanding phase of SUTOE. During the ninth grade there is an objective of introducing the Career Clusters and opportunities at the secondary level. The evaluators feel that this area needs some real effort - especially on the part of the secondary institution. The hope is that the new Career Ed District Directorship will provide the structure necessary to accomplishing this deficiency.

Interpretation of G.A.T.B. is handled by this department also. This is correlated with the counselor and presents a unique opportunity for guidance - if time is allowed and enough staff are available. Certainly, the one counselor is over-burdened, but the committee understands a second counselor position is in the budget.

Generally, the Social Studies department has accepted its role in the integrated SUTOE program. There are areas of continued opportunity which can be added to the effort as the program is reviewed and developed.

GENERAL SUMMARY COMMENTS

With regard to:

1. Transportability of Project to other Districts: recommendations.
    - a. The Administrator and Director need to be involved in a thorough orientation of the project including a curriculum experience, so that they understand Career Education and Exploration philosophically, and have a real commitment to the activity orientation of this program.
    - b. Department chairman and/or department catalysts need to be fully informed and philosophically in tune with the general objectives. These will become the on-going prime-movers of the project, under the Director, and will probably be one of the major reasons for failure if not completely sold on the project's objectives.
    - c. Once these leaders are in-serviced to the point of understanding and commitment, the total faculty and staff should be involved. This involvement should include certified and non-certified staff, so that the entire work force of the institution is familiar with the basic concepts and goals of the project.
    - d. Continual in-service program should be implemented for the staff to insure program development and continuation. Original program objectives may be guidelines, but an opportunity for updating and revision should be provided.

e. Original Objectives must take into account the students and community in which the program is to be implemented. This community should be involved in the project through a steering committee interacting with Educational Staff and later on via class speakers, coordinators, etc. If this is not built into the program, it is not likely to happen.

2. Staff information and In-Service: Most faculties feel inadequate when they attempt to implement the group procedures portion of SUTOE. We strongly recommend in-service opportunities where experienced specialists in such matters can present techniques which have proven successful elsewhere. To get in touch with these specialists, we suggest contacting your area Career Education Coordinator.

3. Administration: One designated person with overall responsibility is essential. To assign this to an already overburdened administrator could be fatal. Even with the most cooperative of faculties, there needs to be an unencumbered administrator to coordinate activities.

4. Curriculum Development: Most instructors need assistance with this phase of the program. In-Service programs will need to be provided early in the project to start teachers in the right avenue of curricular innovation. Again - contact area Career Ed Coordinator for specialists' recommendations.

5. Thora B. Gardiner Junior High School - Concluding Remarks

a. The evaluators wish to commend district and school administrators for complete cooperation and consideration in every aspect of our task which made our work not only easier but a pleasant experience. Special mention is made of Don Barta, Principal, who made all local arrangements so adequately.

b. The program must be judged as successful. Even though outside funding will cease - the integrated SUTOE will continue, financed through the regular budget. Another indication of success is that this type of program is scheduled for the new Junior High School to be constructed in the Oregon City District, which means the District administrators have observed the progress and impact of the program and judged it worthy of duplication.

c. There is much enthusiasm for the activities among the staff. Several outstanding examples of curriculum development are obvious and continued administrative support will foster even more activity in the future. The many visitors to the program have had their impact also in compelling faculty to examine their curriculum and methods to be able to demonstrate what is really different from the traditional approach.

d. In conclusion, the evaluators were impressed with this project and consider the monies expended will be repayed again and again in providing a working example of SUTOE integrated into the curriculum.

DJA:sp

APPLIED RESEARCH QUARTERLY REPORT
CAREER EXPLORATION PROJECTS

Thora B. Gardiner Junior High School
Lee F. Maxwell, Director
October 15, 1972

The Gardiner Junior High School Staff is continuing to add exploration material as they revise the curriculum in the various departments. This is a continuation of the project began in the spring of 1972. Very little additional revisions have been made since the June quarterly report due to (1) no summer workshops, and (2) the beginning of school taking most of the teachers' time. Work is now progressing once again both in department and individual situations. The curriculum revisions completed last spring are being used, tested and revised as needed.

Many staff members are now asking questions, asking for help, requesting materials and suggesting activities for the career program. Instead of one or two people carrying the program, many people are now involved. This involvement by staff is a tremendous step forward. There are still many problems ahead, but it appears that steady progress is being made.

The need has been expressed by several staff members for additional help in the form of classes such as Curriculum Construction and Group Processes or Group Dynamics. We are presently negotiating with the University of Portland for this help during the Winter Term.

Some of the major problems have been for each department to agree on an educational philosophy, purposes of their courses and needs for career materials.

The staff is in the process of giving the General Aptitude Test Battery (GATB) and the Interest Checklist to all 8th and 9th grade students. The results will be used in conjunction with occupational explorations, and high school scheduling, individual conferences, group conferences, and parent conferences are planned to explain the GATB and it's various uses. Also, the Career Assessment Form from Hartley Campbell's doctoral dissertation is being given to all 7th, 8th and 9th grade students this fall and will be given again in the spring to attempt to evaluate the program. It is felt that there should be some positive movement on various items.

A file of available speakers is being made as the various department use them. An attempt is being made to use all that can be used, but not to overuse those who are willing to give their time.

Probably the major benefit has been the staff working together as a group. This has not been the common practice in the past.

Attached are copies of the current curriculum revisions and the career assessment form.

APPLIED RESEARCH QUARTERLY REPORT
CAREER EXPLORATION PROJECTS

Thora B. Gardiner Junior High School
Lee F. Maxwell, Director
December 31, 1972

Work is progressing quite well toward integrating career materials into our total curriculum. Rather than try to summarize all the various curriculum areas I will include the following from the quarterly mathematics department summary turned in by Mr. Don Gribble, Department Chairman.

"Each teacher is working independently, attempting to develop topics and problems to be discussed, presented or solved that are related to occupations or to the individual's role as a consumer and adult in our society.

After applying these to a classroom situation this year, those topics that seem to fit the program and work out satisfactorily will be compiled and used next year in various classes.

The department frequently meets as a group to discuss what they are doing individually. This is more as a help for one another than anything else."

This seems to be a rather accurate account of how our various departments are functioning at this time.

Our GATB (General Aptitude Test Battery and Interest Checklist) testing is complete. All 8th and 9th grade students have taken the GATB. It was administered by 6 of our faculty who have completed the GATB Workshop (a 12-hour class) given by Mrs. Anna Thomas, Clackamas County IED Testing Department. The faculty included 2 from the Mathematics Department, 2 from Social Studies, 1 from Language Arts, and our Counselor. These people, plus Mrs. Thomas, are now available to interpret the results and act as counselors for students and parents.

There have been approximately 50 visitors this quarter to our program from various parts of the Northwest.

Our next two projects will be to get Social Security cards for all students in school and work permits for all students in school and work permits for all students 14 years of age and older. There will be speakers from each agency to explain the purposes of each program.

A bibliography of career materials has been prepared to show teachers that there are some materials for classroom use. This is quite minimal at this time and will be amended as additional materials become available.

Our Photo-Science class with the assistance of our principal, Mr. Donald Barta, is planning an audio-visual program for use in our community. This is just now in the planning stages and will take some time to put together.

There have been two really significant career happenings during this quarter. The first of these was a faculty meeting that was called so that various members of the faculty could share what types of career materials and projects they were incorporating into their curriculum. One of the main purposes was to give all the faculty a boost in the career area and to let the new teachers know what was going on. The meeting was planned to have 5-8 speakers and not last more than 30 minutes. Before it was completed approximately 20 teachers had taken part and the meeting had lasted nearly 1 1/2 hours with none of the usual complaints. It was really gratifying to hear all of the ideas the faculty presented.

The second happening was the beginning of a series of nine-week courses termed "AVOCOURSES." These classes are enrichment pursuits and reflect the ideas and interests of individual teachers in an involvement experience with students. We quickly recognized the career oriented potential of many of the thirty courses offered and will be repeating or adding new ventures this second semester.

Some of the career related Avocourses were:

SWISH (Rocketry)
POLE FEVER (Making fishing equipment)
AVITIS (Audio-Visual aids)
JOURNALIERS (Newspaper)
CAVALIER LOG (Yearbook)
TRY IT . . . . YOU'LL LIKE IT (Home Economics for boys)
THE CARPENTERS (Shop for girls)

WRITE RIGHT (Calligraphy)

CYCLEMANIANTICS (Bicycle maintenance and purchasing)

SLIP STICK MAGIC (Slide rule)

KNIT-KNACKS (Knitting)

GROW IT (Greenhouse use and horticulture)

(and a host of others)

A number of field trips to related business and commercial establishments furthered an interest and scope of particular occupations. Materials are now being gathered for a Surveying Class, Computer Science (with a terminal in our building) and several other new courses.

It is my feeling that we are making excellent progress toward our goal of integration of career materials. Many of our visitors have indicated to us that they feel that we have the proper approach to a career program at the Junior High level.

APPLIED RESEARCH AND EXEMPLARY QUARTERLY REPORT
CAREER EXPLORATION PROJECT

Thora B. Gardiner Junior High School
Oregon City, Oregon
Lee F. Maxwell, Director
March 31, 1973

MAJOR STAFF ACTIVITIES

I. Science Department

Composing and typing letters to various heads in the School of Engineering, OSU, to provide information to interested Ninth grade students regarding school entrance requirements, job opportunities at time of graduation, and scholarships.

II. Physical Education and Health - Ninth Boys

A study was made of available jobs and needs for the future. Each boy then researched four of the occupations of interest to him using the Dictionary of Occupational Titles, Occupational Briefs, Desk Top Career Kit, SRA Career Kit, and other materials he could find. Then he developed a personal resume for use in actual job application for summer work. Speakers have included the 3-M Personnel Director and Coop Work Experience Coordinator from Oregon City High School.

III. Mathematics Department

The mathematics department spent one entire day, March 2, 1973, at the Arrowhead Country Club revising the math curriculum. A consultant from Clackamas Community College, Mrs. Jackie Arellano, assisted. Others taking part were Dr. Gordon Wallace, Clackamas County IED Vocational Director; Mr. Dale Davis, Oregon City Schools Vocational Director; and Mr. Don Barta, Gardiner Jr. High Principal. These revisions will be presented in a later quarterly report.

IV. Language Arts Department and Reading Teacher

March 9, 1973 was spent at Arrowhead Country Club working on curriculum revisions. The group reviewed work already done on incorporating SUTOE into the regular curriculum guide, and outlined some further units to be incorporated. The following is a summary from Mrs. Lorraine Barnett, Language Arts Department Chairman:

> "All teachers are consciously incorporating SUTOE elements into the units being taught. Some of the ways in which these elements are implemented follow."

A. Student survey of time allotments in their own lives, priorities, study habits, etc.

B. Unit on values and relating values to behavior.

C. Surveys of jobs available and kinds of work being done in our community.

D. Self-study in vocational development, using a self-evaluation sheet.

E. Compositions on parents' occupations, pupils' ideas as to type of work they plan to do, what the job market and style of life may be ten years from now.

F. Oral discussions (many of them) on values, how student feels about himself and others, impact of one's emotions on one's effectiveness.

G. Filling our job application forms.

H. Speakers: County Extension Agent, florist, pesticide sprayer, oil company representatives, career coordinator for school district, museum curators.

I. Field trips are planned or have been taken to cemeteries (the building and functioning of mausoleums was discussed), newspaper, clothing manufacturing plant (White Stag), and the Milwaukie Skill Center.

J. Several excellent films have been shown which have had a noticeable effect on students' attitudes toward their work and themselves.

"In addition to these specifics, every teacher makes sincere effort to take advantage of every chance to do the incidental teaching which can be so effective if done with intent."

V. Social Studies Department

All students (7-8-9) now have social security cards and work permits are being obtained for those students 14 years or older. Mrs. Anna Thomas, Clackamas County IED, spent March 5, 1973 with the ninth grade introducing interpretations of the General Aptitude Test Battery (GATB), and the Interest Check-list. Mr. Robert Bundy, counselor; Mr. Bert Becker; and Mr. Lee Maxwell carried on the work with the group for approximately 5 days using the Dictionary of Occupational Titles and Occupational Aptitude Patterns to interpret results. The students seemed to be turned on by these discussions mainly because it was about them.

VI. Arts and Crafts

Mr. Don Helwig, Art and Crafts teacher, used the

Occupational Briefs, Desk Top Career Kit, SRA Career Kit, and the Dictionary of Occupational Titles has written a course of study incorporating many careers into his curriculum. This will be available on a future quarterly report.

VISITORS AND SHARING OF IDEAS

I. Visitors

During this quarter we had visitors from Junction City, Oregon, and Beaverton, Oregon. In each case they spent approximately one-half day visiting classes and talking to staff members.

II. Sharing of Ideas

Materials were given or sent to Junction City, Beaverton, Washington High School, and Roosevelt High School in Portland. Mr. Norman Bartel, Mrs. Jean DuPere, and Mr. Lee Maxwell were invited by Mr. Tom Williams to present our career program to the Roosevelt High School class.

EVALUATION

Attached is a copy of our evaluation which was completed on Thursday, March 1, 1973. We are most enthusiastic about the results of this report.

APPLIED RESEARCH AND EXEMPLARY QUARTERLY REPORT

CAREER EXPLORATION PROJECTS

1973-74

Thora B. Gardiner Junior High School   Project #03-062-009
180 Ethel Street   Oregon City

Director: Lee F. Maxwell

October 15, 1973

Major Staff Activities

To begin the second year of our project each department was removed from the building for two (2) entire days. The purpose was to bring all of the past year's work up to date, orient new staff members to the program, and to plan additional curriculum revisions and addition for the 1973-1974 school year. Each group was lead by the department chairperson or a person designated as the chairperson for this project. They prepared an agenda and submitted reports summarizing the work time. The second day, in most cases, was spent in actual curriculum writing.

The next meeting held was an all day meeting out of the building with Mr. Tom Williams, Oregon Board of Education, Mr. Dale Davis, Oregon City Voactional Director, Dr. Terry Lindquist, Oregon City Secondary Director, Mr. Don Barta, Gardiner Junior High Principal, Mr. Frank Maxwell, Project Director, and all Department Chairpersons. The purpose of this meeting was to plan the format for the final report, formulate a timeline for the year's activities, study and discuss possible budget items for the 1974-75 school budget, review with all department chairpersons the work of each department and look for duplication of effort or assign responsibilities for needs that arose.

Evaluation

The second and third evaluations will be carried on by the same team of evaluators that were used during 1972-73. The team will consist of Dr. Al Pfahl, Clackamas County IED, Dr. Don Austen, Clackamas Community College, and Mr. Dean Griffith, David Douglas School District. These evaluators are planned for November 20, 1973 and March 1, 1974.

Curricular Major Activities

Our entire project is aimed at an interdisciplinary approach to career exploration.

Several additional visitations are planned. Staff visits are planned to Armstrong Jr. High in Forest Grove, Broadway Elementary in Seaside, Thurston and Hamlin in Springfield, Cal Young, Roosevelt, and Bethel in Eugene, Cascade at Turner, and Hood River Valley High School in Hood River.

During the summer a team of teachers from Gardiner presented our program to the Career Workshops at Oregon State University at the invitation of Dr. Dan Dunham.

The entire staff is now in the process of finalizing plans for a career curriculum center. These plans were submitted to the staff by the science department from the results of the two days spent outside the building.

Major Pattern Changes

1. The Department Chairpersons have been more solidly established as the curriculum leaders.
2. The feeling of cooperation and sharing seems evident in all departments and across many department lines.

APPLIED RESEARCH AND EXEMPLARY QUARTERLY REPORT

CAREER EXPLORATION PROJECTS

1973-74

Thora B. Gardiner Junior High School   Project #03-062-009

Director: Lee F. Maxwell

January 15, 1974

Major Staff and Curricular Activities

1. The staff has nearly completed the curriculum writings. They are now placing on a matrix summaries of activities in each subject area as they relate to the various SUTOE objectives that were adopted as a basis for the project. This will allow us to see in a relatively easy manner any holes or overlapping that may exist and need to be corrected.
2. The staff is continuing planning for a career information center that will become an integral part of the new library addition to the building planned for completion in the fall of 1974.
3. All 8th and new 9th grade students have completed the GATB and Interest Checklist.
4. The staff has continued visits to other career programs throughout the state. Among those visited this quarter have been Canby, David Douglas and Parkrose.
5. All 7th grade students have applied for and most

have received social security cards.

6. All 7th, 8th, and 9th grade students have completed the Career Assessment Form. This is an evaluation instrument of our program.
7. 9th Grade students are in the process of applying for and receiving work permits.
8. There have been visits to our building from several districts.

Evaluation

The second part of the evaluation was completed on November 8th and 20th, 1973 by the same evaluation team (Donald Austen, Dean Griffith, and Dr. Alvin Pfahl) that was used in March 1973. Their report has been received, perused by the staff, and suggested additions and changes are being made.

The next evaluation date is tentatively set for March 1, 1974 by the same team. A copy of the evaluation is attached.

APPLIED RESEARCH AND EXEMPLARY QUARTERLY REPORT

CAREER EXPLORATION PROJECTS

1973-74

Thora B. Gardiner Junior High School   Project #03-062-009

Director - Lee F. Maxwell

April 15, 1974

Major Staff and Curricular Activities

1. Curriculum writing, testing and revising is now nearly completed.
2. The matrix showing responsibilities for each discipline in each objective is 95% complete. This will form the basis for our final report.
3. All 8th and 9th grade students have completed evaluation and interpretations of their GATB and Interest Checklist results. Hopefully this work will help them with their high school scheduling and better understand their aptitudes and interests.
4. Part of the staff visited the Albany schools program of Occupational Versatility for possible inclusion in our program.
5. Most of the 9th grade students have received their work permits.
6. All 9th grade boys have developed a job resume for use in job applications this spring and summer.

7. All 7th, 8th, and 9th grade students are now completing the Spring Career Assessment Forms. This is an evaluation instrument for our program.

Dissemination of Materials

1. Mr. Don Barta, Gardiner Principal, presented our program to a Career workshop of 60 educators in Boise, Idaho on January 23-24.
2. There have been approximately 60 visitors for 10 districts visiting our building and observing our program since January 1st. The 10 districts were: Boulder, Colorado; Boise, Idaho; Hot Springs, South Dakota; Casper, Wyoming; Rock Springs, Wyoming; Cashmere, Washington; and Gladstone, Beaverton, McMinnville, and Hillsboro, Oregon.

Final Evaluation

The final evaluation of our project is now scheduled for April 30th, 1974. This evaluation will be included in the final report.

READ TO STUDENTS PRIOR TO TAKING CAREER ED. ASSESSMENT

This is an exercise to measure changes in your understanding of how occupational choices are made and where you are in your search for the right kind of a job for you. You will be asked to repeat this exercise from time to time. The results are confidential and will help your teachers gear their teaching to your needs.

Please make your choice thoughtfully. If you have questions about the meaning of a statement - ask your teacher. Answer each question honestly and to the best of your ability. On those items where you are uncertain, you may guess.

Now find the headings on your career assessment form. Fill in the date___________. Print your name - last name first, first name. Fill in the grade you are in school. Fill in the type of job you feel you would like to do as an adult where it says my tentative occupational choice: ______________________.

From this point on you will make no marks on the assessment form; you will mark all of your answers on the answer sheet.

Now, fill in the heading on the answer sheet. Fill in the name, date, age, sex and grade. Write in "C. A. F." where it says name of test.

The answer sheet is designed to be used for many purposes. You will use only part of the spaces provided. In most instances you will choose between answers A, B, C and D. Disregard "E" choice on the answer sheet.

If you change your mind about an answer, erase completely your old answer.

10/18/72-ln

Teacher -

This Assessment Form is designed with two purposes in mind. First, it is an attempt to provide the staff and/or student with a measure of student growth in developing skills for making occupational decisions based on knowledge about their interests, aptitudes and the demands jobs and society make on the worker. Second, it is an attempt to provide the staff, administration and the State Department with objective data from which to make judgments regarding the effectiveness of our Career Education Program.

Please emphasize to the student how the instrument and the Career Education Program are efforts to serve their needs and their cooperation through thoughtful, honest choices will be an important contribution toward our development of a good program.

CAREER ASSESSMENT FORM

Gardiner Junior High
Oregon City, Oregon

________________ Name ______________________________
Date Last First

____
Grade

MY TENTATIVE OCCUPATIONAL CHOICE: ______________________________
(name it)

I FEEL I CAN MEET THE FOLLOWING REQUIREMENTS:

1. Basic abilities and aptitudes
2. Important personality traits
3. Attain the necessary training and education
4. Physical requirements; fitness, health, etc.
5. Financial requirements (money)

a. very well
b. fairly well
c. poorly
d. not at all

I BELIEVE THE WORK WOULD SATIFY ME DUE TO:

6. Duties involved
7. Amount of travel
8. Pay and other financial benefits
9. Opportunity for recognition
10. Opportunity for advancement
11. Opportunity for service to others
12. Security of employment
13. Working conditions
14. Friendly working companions
15. Freedom from responsibility
16. Challenging my abilities/talents
17. Providing choice of life-style outside of work
18. Allowing choice of locations for living

a. very well
b. fairly well
c. poorly
d. not at all

19. MY OCCUPATIONAL CHOICE IS THE SAME AS IT WAS A YEAR AGO Yes a No b
20. AFTER CONSIDERING THE ITEMS AND RESPONSES ON THIS SHEET, I BELIEVE I NEED TO FILL OUT FOR ANOTHER OCCUPATION Yes a No b

MY THOUGHTS

21. People who accept their condition in life are happier than those who try to change things.

22. Good luck is more important than hard work.

23. When I try to get ahead, something or somebody stops me.

24. When a person is not successful in life, it is his own fault.

25. I'll have a hard time getting the right kind of jobs, even if I get a good education.

26. If I could change, I would be someone different from myself.

27. Personal sacrifice should be made to get ahead in the world.

28. Learning is very difficult for me.

29. I would do better in school work if teachers did not go so fast.

30. My chance to be successful in life is limited.

31. My teachers think I could be a better student.

a. always
b. usually
c. seldom
d. never

32. My parents think I could be a better student.

33. I could be a better student.

34. A student with a good personality will do better in life than a student with high grades.

35. Athletics in school are more helpful than academic subjects.

36. Occupational education courses should be required for all high school students.

37. The tougher the job, the harder I work.

38. Each new year of school has made me feel better about school than the year before.

39. I am able to do things well.

40. My siblings (brothers and sisters) are able to do things better than I.

41. My friends do things better than I.

SELF UNDERSTANDING

42. I am the type of person who follows instructions.
43. I like doing a task exactly the same way each time.
44. I am exact in the things I do.
45. I am accurate in my oral and written work.
46. I state my ideas clearly, verbally and in writing.
47. I enjoy writing.
48. I enjoy speaking/talking to groups.
49. I would rather work by myself than with others.
50. I enjoy meeting new people.
51. I enjoy working with my hands.
52. I prefer working outdoors.
53. I would rather do research than repair work.
54. I am more concerned about what I think of myself than of what others think of me.
55. I feel more challenged than threatened when faced with decisions and responsibility.
56. It is more important to examine the advantages than the disadvantages when considering an occupation.

a. always
b. usually
c. seldom
d. never

I REMAIN CALM WHEN - -

57. Losing an argument.
58. Taking a test in school.
59. Having plans suddenly changed.
60. Losing something important
61. Participating in a sporting event.

a. always
b. usually
c. seldom
d. never

SELF EVALUATION: MY VALUES

WHEN I TAKE/SEEK FULL-TIME WORK:

62. The beginning salary will be more important than possible future raises.
63. Recognition from others will be of more concern to me than the work itself.
64. Short hours and "good" vacations will have more appeal than concern about security and retirement.

a. always
b. usually
c. seldom
d. never

REGARDING FAMILY RELATIONSHIPS AND RESPONSIBILITIES:

65. Having a job and family appeals to me.
66. The wife should hold a job outside the home to help the family's standard of living.
67. The wife should hold a job outside the home if she wants to if the income is not needed.
68. When there is an able-bodied man in the home, he should be the sole (only) support of the family.

a. always
b. usually
c. seldom
d. never

OTHER VALUES THAT ARE IMPORTANT TO ME INCLUDE:

69. Holding office
70. Club membership
71. Neat personal appearance
72. Maintaining standards of personal conduct
73. Home life with an easy-to-get-along-with family
74. Having a steady job and/or keeping busy

a. always
b. usually
c. seldom
d. never

MY ACHIEVEMENTS: How well have I done in:

75. English and language
76. Social studies
77. Science

a. very well
b. well
c. fair
d. very poor

SELF EVALUATION

78. Mathematics

79. Music

80. Literature and reading

81. Art

82. Sports

83. Student government

84. Other school activities

a. very well
b. well
c. fair
d. very poor

MY INTERESTS: How well do I like:

85. Science

86. Mathematics

87. Music

88. Literature

89. Art

90. Serving people

91. Persuading people

92. Planning and organizing

93. Keeping records

94. Fixing and repairing

a. very much
b. some
c. very little
d. not at all

MY APTITUDES: How good am I at:

95. Forming mental pictures

96. Sizing up a situation quickly

97. Using figures and symbols

98. Speaking before groups

99. Reading and writing

100. Solving problems by reasoning

101. Speed and accuracy in assembling

a. very good
b. good
c. fair
d. very poor

102. Drawing and painting

MY PERSONALITY: I believe that I am:

103. Well liked by those who know me

104. Regarded as a "sales" type

105. Able to accept criticism and benefit by it

106. Bothered by fears that I will not succeed

107. Able to tackle tough problems and succeed

a. always
b. usually
c. seldom
d. never

108. One who treats others so their feelings are not hurt

109. One who does things well and promptly, even if I do not like to do them.

I know this is true (A)
I Think this is False (C)
I think this is true (B)
I know this is False (D)

110. The U.S. population at present is at least 195 million.

111. By 1975 the U. S. population is expected to be more than 225,000,000, according to the Census Bureau.

112. The U. S. Work Force presently totals over 70,000,000.

113. Approximately 1/3 of the total U. S. labor force (employed workers) is female.

114. The average female may expect to work in gainful (paid) employment outside the home during her life time, for at least 25 years.

115. More than 10% of the labor force in the U. S. is Negro.

116. There is greater unemployment (percentage) among Negro workers than among white workers.

117. Agricultural employment is expanding at a faster rate, nationwide, than most industries.

118. Unemployment rates are low due to an inflated economy.

119. Professional and technical occupations continue to have a shortage of qualified applicants.

120. At least 2,500,000 young people enter the labor market yearly, for the first time.

121. In most industries, skilled or journeymen workers must have graduated from a four-year college.

122. Most industries require applicants to write formal letters of application.

123. Skilled and other manual workers make up a larger percentage of the population than professional and managerial workers do.

124. The service workers group may include people in hospital and hotel work, as well as firemen and policemen.

125. Nationwide, about 1/3 of the young people of high school graduating age do not graduate, even in these times.

126. In Oregon, more than 15% of the students who enter grade 9 do not graduate from high school.

127. I (the one doing this) am quite sure from which occupational grouping - I expect to choose my career.

128. My choice is different than it was six months ago.

10/1/72-ln

The SUTOE Program in Math

(Explain sometime during 2nd or 3rd week of school)

Tell the class that along with their math there will be times when they will be discussing or working with information dealing with occupations and everyday living and the characteristics and traits associated with them.

This is part of the overall school program and its purpose is to help the student become more aware of and to further develop habits and attitudes that are generally desirable in an employee or employer and to assist the student in learning a little more about occupations and his role as a consumer.

Record Keeping (Responsibility)

(Present during the second or third week of school if the students are somewhat familiar with classes and procedures by that time.)

On the following page is an example of a form that might be used to help the students further develop some desirable habits and responsibilities.

The class and teacher working together can determine items they feel are important and list some of these under credits and some under losses; give each item a point value and explain to students how they are to keep a daily, weekly, and mid term record which will be handed in at mid term.

CREDITS

	POINTS	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W
Have book	4																							
Have pencil	3																							
Have paper	3																							
Have assignment	4																							
Total																								

WEEKLY BALANCE

	1st WK	2nd WK	3rd WK	4th WK	5th WK
M					
T					
W					
Th					
F					
TOTAL					

LOSSES

	POINTS	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W
Tardy																								
Assignment not complete																								
Total																								

MID-TERM BALANCE

1st WK	
2nd WK	
3rd WK	
4th WK	
5th WK	
TOTAL	

BALANCE

	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W
Daily credits																							
Daily losses																							

Desirable Traits

(This should be initiated after the students have been together long enough to know each other and early enough in the year that it might help some individuals to become better individuals.)

Have class make a list of traits they consider important in a person as a friend or as an employee. (Might divide class into groups of 4 or 5 and have each group make a list.) Put the 6 or 7 traits the class considers most important on the board, then have each student make a table as shown below and rate himself.

The student should be honest in his ratings and should understand that it is a self analysis which will not be turned in, but should be kept until the next part of this activity is completed.

Trait	High	Average	Below Average

After rating themselves, each student is to divide a sheet of paper into four equal parts and make a table on each part with their name in the upper right corner. It isn't necessary to write each trait, numbering it as they are numbered on the board would be sufficient.

Collect these sheets, distribute to students and have them rate the student whose name is on the paper. Each student will rate 4 different classmates, stress honesty, be sure no one knows who rated them and the only persons to read the information is the individual rated and the individual who did the rating.

Collect, return to persons rated and have them make a comparison with the form they filled out on themselves.

Inform students this may not be an accurate evaluation but it is the impression they have made on some of their classmates.

This could be given again at a later date if there is enough class interest and time.

Filling Out Checks

(Present at the beginning of the year when students are working with reading and writing of whole numbers. This may be used again using decimals when they are introduced.)

Obtain blank checks and stubs from local bank. If not available, make copies using thermofax or put sample on board and have students make 3 or 4 copies.

Show students how to fill out check and stub, then give some fictitious names and even dollar amounts for them to use in making out checks.

Occupations in General

(This may be used anytime during the year)

Have class discussion on occupations students are familiar with or interested in. This might be initiated by the teacher describing a job and asking questions. Hopefully, this will prompt student participation in job descriptions, benefits, and disadvantages that are often more realistic and meaningful than those found in published material.

This is not meant to be a class assignment but rather to fill in for 5 to 15 minutes of class time when it appears students could use a break from class work or whenever there might be spare time available.

This activity can provide information on several occupations but should be used only a few times during the year.

Math in Occupations

(Present at anytime desired, but not too often)

At the top of their paper have the student write the name of an occupation that would require an ability to do what they were doing in their assignment today and be prepared to show how it would be used in that occupation.

This should also be considered sometimes with respect to every day living situations as well as occupations.

Number of Working Days

(Give as a problem when working with multiplication of whole numbers)

Assuming there are 52 weeks in a year and a worker works 8 hours a day 5 days a week and has 3 weeks off for vacation and holidays each year, find the answer for the following questions. (show the computation)

1. How many days would a person work in one year?
2. How many hours would a person work in one year?
3. How many days would a person work during a span of 40 years?

Data From Occupational Briefs

(Use when graphing)

Obtain Occupational Briefs and distribute to class.

Have students go through the briefs writing down 12 different occupations and their starting salaries.

Using the information collected, the student is to construct two graphs. One is to be a bar graph showing the salaries for six of the occupations listed and the second is to be a broken line graph showing salaries for the other six occupations listed.

Manpower Resource Handbook

(Use when graphing)

Obtain Manpower Resource Handbook (contact Program Director)

This book gives a forecast of job availability and should be shown and explained briefly to the class.

Have the class select 7 or 8 occupations they would like to know about; show how the book is read and put the information on the board.

The students are to use this information in constructing a broken line graph.

Working With Occupational Briefs

(This can be assigned at any time during the year)

Obtain Occupational Briefs for class. (These can be obtained by contacting the Program Director or Librarian)

Have students work in pairs. Issue a book of briefs to each pair and have them select an occupation from their book that is of most interest to them.

Working together they are to gather information covering the following points, write it down and be prepared to present this information to the class the following day.

1. Name of occupation
2. Job description
3. Beginning salary
4. Fringe benefits, if available
5. Educational background necessary, if available
6. Students list of good features of job
7. Students list of bad features of job
8. Any other information student feels is important or of interest

On the following days, part of the period will be used for reports and the remainder for math, the number of reports given in any one day will depend upon the interest and attention of the class.

Social Security

(Give as a problem when working in division with decimals)

Discuss briefly, Social Security benefits and contributions with class before giving the following problems. (Remind students to show their computation in obtaining answers.)

1. If you pay $ into Social Security each year and the employer pays an equal amount, how much will be contributed into your account for retirement benefits at the end of 40 years?
2. If you receive $ per month upon retirement, how many months will it take before you use up the amount you contributed to Social Security?
3. How many years will it take before you would use up the contributions of both you and your employer?

Using Help Wanted Ads and Working with Salary and Cost of Living

(Assign when working with decimals)

Each student is to use the help wanted ads in the newspaper to find a job of interest to them and determine the salary it pays. Bring this information to class the following day. If a paper isn't available at home, use one from the school library.

After jobs and salaries have been obtained, give students a mimeographed form or put a sample (similar to the following page) on the board.

Give the class values to be used for some or all expenditures, if you wish.

A procedure that might be used to determine an approximate value for taxes and Social Security is shown at the top of the form that follows.

Use the form below to determine how much of your salary can be set aside for savings, vacations, etc. after paying for most of the common costs of living.

Determine taxes using the procedure shown below. (The student should understand that the actual method is more complicated but this will give an approximate value.)

Property tax...Multiply the value of your home by .025
Federal Income Tax...Multiply your yearly salary by .12
State Income tax...Multiply your yearly salary by .04
Social Security...Multiply your yearly salary by .058 (this
amount not to exceed $631.80)

Name______________________________Occupation____________________

Salary per year____________per month__________per week____________

Expenditures per month

Property Tax	
Federal Income Tax	
State Income Tax	
Social Security	
Home Payment	
Home Insurance	
Electricity	
Fuel	
Water	
Food and Miscellaneous	
Clothes	
Car Payment	
Car Operation & Maintenance	
Dr. & Dentists (or insurance)	
Phone	
Newspaper	
Garbage	
Total	

Salary per month - - - - - - - -	
Expenditures per month - - - -	
Difference - - - - - - - - - - -	

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amount not to exceed $631.80)

Name__________________________________Occupation________________________

Salary per year______________per month____________per week______________

Expenditures per month

Property Tax	
Federal Income Tax	
State Income Tax	
Social Security	
Home Payment	
Home Insurance	
Electricity	
Fuel	
Water	
Food and Miscellaneous	
Clothes	
Car Payment	
Car Operation & Maintenance	
Dr. & Dentists (or insurance)	
Phone	
Newspaper	
Garbage	
Total	

Salary per month	
Expenditures per month	
Difference	

Menu Planning and Food Costs

(Assign after completing operations with decimals)

Ask students to bring newspaper ads for food items to be used in planning menus and determining costs. (It may require several days to accumulate a varied assortment for all class members so continue with regular class work until an adequate supply of ads have been collected.)

When enough ads have been accumulated, issue the two work sheets (like those on the next two pages) to each student. Go over these sheets with class, informing them that they are to:

1. Plan a daily menu for four, two adults and two teenagers for a one week period.
2. Make out a shopping list with costs and determine total cost.
3. Compute cost per month.
4. Compute cost for one week for one person.
5. Compute cost for one month for one person.
6. Compute cost for one year for one person.

This assignment will take approximately two class periods and the students should be informed of this time limit.

Income Taxes

(Assign in February or March)

"Understanding taxes", a student handbook, should be obtained for each student. These booklets may be obtained at no cost from the Internal Revenue Service. Order materials in the fall of the year to insure delivery.

Plan to spend about 5 days on this unit. This would not be ample time for a complete study of the booklet but should familiarize the student with some materials they will have to fill out and provide them with a little experience in filling out a Federal Income Tax form.

Go over the following topics from the booklet with the students:

1. Application for Social Security card and give a brief explanation on benefits and costs.
    a. 5.85% of salary deducted from wages on earnings up to $10,800, for 1973. This will be increased next year.
2. Withholding allowance certificate made out to determine amount to be withheld from your earnings by employer for income tax.
3. W-2 form. Employee receives three copies in Oregon.
    Copy B for Federal return
    Copy 2 for State return
    Copy C for own records

4. Go over the sample problem for short form 1040A that gives total refund and explain tax table.
5. Assign each student a problem from the tax booklet that provides for total refund of tax deductions and have them fill out form 1040A. (Students make up a Social Security number if they don't have one. Three digits---two digits---three digits.
6. Go over the sample short form 1040A that provides partial refund of taxes deducted.
7. Assign each student a problem from the booklet involving partial refund and have them fill out form 1040A.
8. Go over sample problem using form 1040 and schedule A for itemized deductions. Show the advantage or disadvantage of using itemized deduction or standard deduction.
9. Give class information (not too involved) to be used in computing tax using form 1040 and schedule A. The student is to determine which is to his advantage, standard or itemized deduction and determine tax refund or tax due accordingly.

CAREER INTEREST AND EDUCATIONAL GOALS SURVEY

Date _________________________ Name _________________________

Please read the following questions and answer them to the best of your ability. This information will be helpful to your teacher in planning this course and should also be helpful to you as you look to the future and set some goals for yourself.

1. Why did you enroll in this course?

2. Have you set any goals for yourself as they relate to this course?

   If yes, what are they? (These could be goals for grades, knowledge, credit, etc.)

3. How do you plan to achieve the above named goals?

4. What occupation or career have you thought about for your future?

5. What are your educational plans as they relate to your occupational preference?

   a. Do you plan to graduate from high school?

      If yes, what elective courses will help prepare you for your career choice?

   b. Do you plan on more schooling after high school?

      If yes, what schooling? (college, vocational training, on the job training, other.)

   c. Other plans?

Career Interest System Project
(CIS)

1. Students will be oriented to the computer terminal as to its many uses and particularly how it will be utilized in this career exploration project.
2. Each student will complete the questionnaire in the user's handbook of the Career Information System.
3. The answers to the questionnaire will be fed into the computer program.
4. The student will examine his career information print-out for possible occupations of interest to him.
5. Career print-outs will be kept on file at school for later in depth exploration of several careers.
6. Each student will fill out a career research form as he studies several (3) careers of interest from his computer print-out. Sources of research will include: Career Information System (Computer program), Dictionary of Occupational Titles, Handbook of Careers, Occupational Briefs, and others in the careers library.
7. The student will read one career research form to the class to provide all with the information acquired.
8. A class discussion of each occupation will follow, according to interests and questions from the members of the class.

SUGGESTED FORM FOR STUDYING AN OCCUPATION

Name____________________
Date____________________

Complete the blanks or underline either Yes or No.

I. Classification of the Job
  A. General____
  B. Specific branch____
  ____
  C. Name of the particular job______________________________
  ____

II. Description of the Work on the Job (List minimum of five duties.)
  A. ____
  B. ____
  C. ____
  D. ____
  E. ____
  F. ____
  G. ____
  H. ____
  I. ____
  J. ____

III. Education or Training Needed for the Job
  A. What skills do you need?
    1. ____
    2. ____
  B. What courses in high school would help to prepare you for this job?
  ______________________ ______________________
  ______________________ ______________________
  ______________________ ______________________
  C. Where can you get the training needed for this job?
    1. ____
    2. ____
    3. ____

IV. Personality Traits, Interests, Aptitudes, etc., Needed for the Job
  A. ____
  B. ____
  C. ____
  D. ____
  E. ____
  F. ____
  G. ____

H. ______________________________
I. ______________________________

V. Demand for Workers in This Job
A. Are additional workers needed now in this occupation? Yes or No
B. Will still more workers be needed in the future? Yes or No
C. Is it considered a bright future, status quo, or dead end job (Underline which)?

VI. Promotion
A. Are there opportunities for promotion?
B. What appear to be the steps of promotion?
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
C. Must one get additional training to qualify for promotion? Yes or No
1. Formal Yes or No
2. Informal Yes or No
3. Apprentice Training Yes or No
D. Are there related occupations to which this job may lead either with or without more training? Yes or No

What are some of these? ______________ ______________
______________ ______________

VII. Earnings
A. Beginning wage (Underline per hour, per day, or per week) $______
B. Wage earned by most of the workers $______
C. Highest wage $______
D. Is there usually a vacation with pay? Yes or No
E. (Other benefits) ______________________________
____

VIII. Hours of Work
A. How many hours on the average would one work in this job?
1. Daily__________
2. Weekly__________
B. Is there additional pay for overtime work? Yes or No
C. Are there seasonal lay offs? Yes or No

IX. Health and Safety
A. Are there health dangers involved? Yes or No
If so, what kinds? ______________________________
____
B. Is there a high accident rate on this job? Yes or No
C. What safety precautions must be taken?
1. Wear protective clothing? Yes or No
2. Check guards on the machines and equipment? Yes or No
3. Obey safety rules of the firm? Yes or No

X. Employee Organizations of a full-time Worker
   A. Would you be expected to join a union? Yes or No
   B. Would you be expected to join an employee organization other than a union? Yes or No

XI. Service to the Community (How do workers in this job serve the community?)
   A. ____________________
   B. ____________________
   C. ____________________
   D. ____________________
   E. ____________________

XII. Firms in Our Town or County Where This Type of Job Would be Available (List a minimum of three.)
   A. ____________________
   B. ____________________
   C. ____________________
   D. ____________________
   E. ____________________

XIII. Sources of Information Used to Make This Study (List a minimum of three.)
   A. Title ____________________
      Publisher ____________________
      Date Published ____________________
   B. Title ____________________
      Publisher ____________________
      Date Published ____________________
   C. Title ____________________
      Publisher ____________________
      Date Published ____________________
   D. Additional Means
      1. ____________________
      2. ____________________

XIV. How Does This Job Interest You?

Appealing ____________ Disappointing ____________ No Interest ______

Why? ____________________
____
____
____

The Role of The Consumer

Worksheets are used for studying the role of the consumer in everyday living. The worksheets and forms cover a variety of topics, some of which are listed below. Assignments are used from several textbooks and from local newspapers.

1. Interest on loans
2. Savings accounts
3. Investing in stocks
4. Installment purchases
5. Pricing goods
6. Retail sales taxes
7. Social Security and withholding
8. Income taxes
9. Insurances
10. Overtime earnings
11. Budgeting
12. Buying food
13. Owning an automobile
14. Commission

Making Change at a Drive-In

Objective:

The student will practice making change as an employee to realize the importance of accuracy. He will, as a customer, check his change received to make sure that it is correct. The student will get some practice using an adding machine.

Materials:

1. adding machine
2. play money
3. menus from a local drive-in

Activity:

Students who plan to work at a drive-in during the summer could act as cashiers. Other students in the class will write out a menu and give the order to the cashier. The bill will be figured by the cashier and paid for by the customer. The cashier will have to count out the correct change.

Buying Food

Objective:

The student will become acquainted with cost of foods and will compare prices to become aware that savings can result in shopping wisely.

Materials:

Several daily newspapers so prices at various stores can be compared.

Activity:

The student will use ads from grocery stores and spend $25.00 to feed a family of two for one week. He will try to spend as much of the $25.00 as he can but cannot spend more than that amount. Individual items, their unit cost, and their total cost must be listed. The student will add his final total, the total will also be checked by the student on an adding machine.

Borrowing Money

I. Aims and Objectives:

1. The student will list people who have a need to borrow money and relate where he may someday become involved.
2. The student will investigate the names of the different types of businesses which loan money.
3. The student, having identified a need as it relates to himself, will become acquainted with the concept of financing which are related to borrowing money.

II. Activities:

1. The student will discuss with his parents their attitudes and experiences with borrowing money. He will relate this information back to the class.
2. Students will locate businesses which engage in lending money by using the yellow pages of the telephone directory.
3. Student group discussion and research about the different occupations related to the lending of money.
4. Students will fill out a form used for acquiring a loan.
5. Students may interview loan officer or other person connected with lending money.

III. Material to be used:

1. Telephone directories
2. Appropriate film or film-strip
3. Loan forms
4. Class text for problems dealing with interest payments, credit buying, etc.

Project No._____ **PAINTING BY CONTRACT** Name____________________
Grade___________

Mr. Spillum's tool shed needs a new paint job. It also needs a coat of tar put on the roof. Although putting tar on a roof is not your specialty, you agree to do it as part of the job. You are to be paid by the square yard. (Put answers on another paper)

1. The first problem is to measure the surface that you are to cover. You climb the roof and discover that the roof is a rectangle measuring 12 feet by 10 feet.
   a. draw a diagram of the roof to the scale of 1/2 inch to 1 foot
   b. what is the area of the roof in square feet?

2. You are to receive 18 cents a square yard for putting the tar on the roof. Mr. Spillum will provide the tar, so what would you receive for this part of the job?

3. The back of the shed is 12 feet by 7 feet.
   a. What is its area in square yards?
   b. How much will you receive for painting the back of the shed at 12 cents a square yard?

4. You drew the dash line you see in the diagram.
   a. What shape is the surface below this line?
   b. What is its area in square feet?
   c. What is its area in square yards?

5. If you do not know how to find the area of the triangle you see in the plan above, you may be helped by the diagram to its right.
   a. What is the area of rectangle X?
   b. Triangle Y is equal to the triangle in the plan of the end of the shed. You see that it is also equal to 1/2 of the area of rectangle X. Its area must, therefore, be equal to 1/2 of 9 x 3 or 13 1/2 square feet. Since 9 feet and 3 feet are the length and width of the rectangle, the area of the triangle is equal to 1/2 of the product of the length and width of the rectangle.

6. How much did you receive for painting the whole shed at 12 cents a square yard?

7. How much did you receive for the whole job, painting and tarring?

Project No.______

MILL CLEAN-UP MAN

Name____________________

Grade__________

You are the clean-up man at a sawmill and planer. Your job is to among other things, gather up mill ends and scrap material that can be sold into cord piles. This wood will be sold for fire wood by your company. A cord represents a pile of wood 4 feet high, 4 feet wide and 8 feet long. You are paid $2.50 per hour when you pile wood. Your company sells the wood for $15 a cord if it is picked up at the mill.

PUT YOUR ANSWERS IN THE BLANK TO THE LEFT OF THE PROBLEM.

______1. A prospective customer comes out where you are working to see what type and how much wood he would be getting for his money. He asks you how many cubic feet are in a cord?

______2. Another man comes to you and tells you that he has a garage 23 feet wide and 30 feet long and 15 feet high. He wants to fill his garage with wood and wants to know how many cord it will hold. Tell him.

(a)______3. The man above has been told by the company that if he takes that many cords of wood that they will give him a 2% discount on each cord of wood he buys. This amounts to (a)___dollars per cord or (b)___dollars on the total amount.

(b)______

______4. Normally you can pile a cord of wood in three hours. Your company would be making a profit of______dollars per cord.

(a)______5. If you can pile a cord of wood in three hours and your company offers a customer a 2% discount, the company would only make a profit of (a)______dollars. Why then, would they want to make this discount? (b)

(b)____

______6. Because of offering a 2% discount on quantity orders, the profit decreases. Your employer then tells you that you must work faster and try to get a cord of wood piled in two hours. This would increase the company profit on a quantity order to____dollars per cord.

(a)______7. If you are working an eight-hour shift, how many cords of wood can you pile at the rate of three cords per hour? (a) At the rate of two cords per hour? (b)

(b)______

______8. Would you have more incentive to pile more cords of wood faster if you are paid by the hour, or by the cord?

(a)______9. Your employer offers you the above choice. He tells you that he will pay you $2.50 per hour, or he will pay you $5.25 per cord on the days you pile wood. Which would you choose? (a) Why? (b)

(b)____

______10. A man comes to the yard with a truck that when level full has a capacity of 5 cubic yards. To save time piling the wood to measure it and then loading it into the truck, he wants to put it directly into the truck. How many cords of wood can the truck hold?

Project No._____ **AUTOMOBILE BUYER** Name__________________________
Grade____________

You are in the market for one of the new small import pickups (Ford Courier, Chevrolet Luv, Datsun, or Toyota) and are doing some comparing before you buy. Fill in the blanks in the chart below for each brand from the pamphlets on the bulletinboard.

	FORD COURIER	CHEVROLET LUV	DATSUN LI'L HUSTLER	TOYOTA HI LUX
Fuel Tank		11.0		
Turning Radius				turning diameter
Weights: GVW Curb Payload				
Length Overall Wheelbase				
Width Overall Wheelbase				
Height				
Bed-Height Length Overall width	---	---	---	
Road Clearance	-----	------		

Additional information:

1. The base cost for all pickups averages about $2,400.00.
2. Maximum speed is approximately 90 m.p.h.
3. The mileage is about 25 miles per gallon of gas.

PUT YOUR ANSWERS IN THE BLANK TO THE LEFT OF THE PROBLEM.

(a)________ 1. Using the information you gathered from the pamphlets, find (a) the number of miles a Datsun can go on a full tank of gas, (b) the number of miles a Toyota can go on a full tank of gas.
(b)________

__________ 2. How much would it cost to fill the tank of a Courier if you had 2.5 gallons left in the tank, and gas was 34.9 cents per gallon?

(a)________ 3. There are 231 cubic inches in a gallon. How big must the gas tank be for the (a) Ford, (b) Chevy, (c) Toyota?
(b)________
(c)________

__________ 4. Find the overall capacity (cubic contents) of the Toyota pickup bed.

__________ 5. How much more gas must you put into the Luv to fill it, if there are already 3 gallons 1 quart in the tank?

__________ 6. If a bushel equals 1 1/4 cubic feet, how many bushels of corn could you haul in the Toyota?

__________ 7. What would be the area of space the Datsun would occupy?

__________ 8. If you were making a large cardboard box to put a Courier into, what would be the dimensions, allowing an additional inch on each side of the box?

(a)__________ 9. The curb weight is the basic weight of the automobile before adding the payload (people and things hauled). The gross volume weight (GVW) is the total of the curb weight and the payload. Figure the following, and make sure you enter your answers on the chart on page one as well as here. (a) GVW for a Luv (b) GVW for Datsun (c) Toyota payload.
(b)__________
(c)__________

__________ 10. If you took one of these vehicles on a 120.6 mile trip and could expect to get 25 miles per gallon, how many gallons of gas would it take?

__________ 11. The Datsun went down the freeway at a rate of 70 miles an hour. How far will it travel in 2.3 hours at that rate?

__________ 12. What is the perimeter of the bed or the Luv pickup?

__________ 13. What is the perimeter of the entire Luv pickup?

__________ 14. Draw a scale model in rectangle form showing the perimeter of the Courier pickup. Use a scale of 1/4" = 4".

__________ 15. If 128 cubic feet of wood = 1 cord of wood, how many cords of wood could you haul in the Toyota?

__________ 16. You weigh 125 lbs. and have two passengers, one weighing 207 lbs. and one weighing 35.5 lbs. how much junk could you haul to the dump in the back of your Datsun without overloading it?

__________ 17. You weigh 160 pounds and are the only passenger in your Luv pickup. How many 125 lb. calves could you haul to market?

__________ 18. What fraction of a ton is 1440 lbs.?

__________ 19. If Your Courier pickup costs $2,400.00, how much is it worth per pound (figuring curb weight)?

__________ 20. Before starting on your trip, you fill the tank on your Toyota. After a 50-mile trip you have 7 1/2 gallons left. How many miles did your pickup travel using one gallon of gasoline?

__________ 21. In a 3-hour race, a Datsun traveled 85.6 miles the first hour, 89.1 miles the second hour and 90.3 miles the third hour. What was the average rate of speed an hour?

__________ 22. If you have to pay $2,400.00 for a little Ford pickup in the U.S., how many English pounds would you pay for the same vehicle? (1 pound = $4.8665)

(a)__________ 23. How many pounds are there in a load of hay weighing 1.375 tons? Could you carry this load in your Toyota and still have room for one 175 lb. driver?
(b)__________

__________ 24. You buy 5 gal. gas at 34.9 cents and 2 quarts of oil at 35 cents. What change will you receive from a $5.00 bill?

__________ 25. You drive to a town 210 miles from here at an average rate of 50 miles an hour and back at an average rate of 60 m.p.h. How much longer did it take to go than return?

SELLING AND BUYING

Math background for this lesson (Arithmetic through per cent)

Activities

1. Open class discussion by asking students what they feel are desirable characteristics of sales personnel in general.
    a. Good personality, neat appearance, knowledge of product or item being sold, drive and initiative, diplomacy and tact in dealing with people, persuasive, ability to make quick estimates, use of business machines, make out contracts, bills of sale, etc.

    ("Refer to DOT p. 488" for additional information.)
2. Students discuss some of the many areas of sales and specific background required for sales people in these areas.
    a. Usually a minimum of high school education with many requiring a college background or night school credits.
    b. Stress to students the importance of sales personnel knowing their product.
        (1) Sporting goods salesman should be familiar with various sports equipment, know caliber, with muzzle velocity and types of guns, balance of fishing poles and lines, difference between advantages and disadvantages of similar equipment.
        (2) In selling recreational equipment such as boats,

motors, hondas, snowmobiles, the salesman should know capabilities, durability, horse power, engine displacement, repair, etc.

(3) In Engineering sales, a college degree is practically a necessity. "DOT p. 373"

(4) Sales in Chemical and Drug preparations, Industrial Construction, Mining and Drilling equipment, Farm and Garden equipment, Electrical equipment and supplies, Transportation equipment, Medical and Dental equipment, all involve anywhere from a few days to a college degree for sales personnel. ("Refer to DOT p. 488-490" for additional information.)

3. Obtain newspaper advertisements for used care to be used by student involving him as a salesman and as a consumer.

Divide class into teams of three or more to a team. Each team is to study advertisements from a standpoint of selling and buying, then select two cars to sell. Cut out the two advertisements selected and develop a sales pitch. Pick one person from group to act as salesman. This person is to try and get one of the other groups to buy his car. Other groups can ask questions about car. Each group must buy a car from one of the groups selling. The object of sales group is to make as much as they can off of the car; the object of the buying group is to get the best deal they can.

A sales group can sell the same car to two groups, if two groups wish to buy. If more than two groups wish to buy, they must increase their offer until no more than two groups are willing to buy. The sales group can only count this as one sale even though two groups may make the purchase. (This will tend to distribute sales and make buying more competitive.)

a. Optional: Each sales group may have an opportunity to sell the second car of their choice, and each buying group can buy a second car if they think it is a better deal. If you sell a second car, consider the one that gives the better sales index.

Computation
#3 Cont'd.

Take 15% of advertised price, this is desired profit. Difference between advertised price and price at which you sell car is actual profit. Difference between desired profit and actual profit divided by desired profit will be considered your sales ability index. If actual profit is greater than desired profit, subtract 85% of advertised price from price at which you sell car and divide this difference by desired profit to determine sales ability index. The higher the index, the better the salesman.

4. Discuss the many occupations involved in manufacturing and transporting the car to the salesman.

a. Have class as a group, back track through some of the occupations involved in making it possible to manufacture and transport the car to place of sales.

- (1) Car transported to place of sales (truck, train, boat, etc.)
  - (a) Equipment manufactured or built to transport (road, rails, trucks, etc.)
- (2) Assembly of car at plant.
  - (a) Mechanics, painters, etc.
- (3) Manufacturing and assembly of parts
  - (a) Machinist, metal workers
  - (b) Electricians, tire manufacture
  - (c) Upholsters, etc.
- (4) Manufacturing of materials for parts
  - (a) People associated with manufacturing of steel, rubber, plastic, glass, vinyl, cloth, etc.
- (5) Securing raw materials
  - (a) Personnel involved with work in mining, growing rubber and other raw materials.
- (6) Engineers, draftsmen, designers

HEALTH

Ninth Grade Girls
Gail Hanson

Socio-Personal Health In Relation To Careers

The work in this unit is to be done on an individual basis at one's own rate. Many of the ideas and concepts presented are accomplished through the use of projects, class discussions, and special speakers. All work is to be turned in in a notebook developed by each student at the end of the unit which will be given back to the student for their future use. The unit is as follows:

I. Investigate four occupations thoroughly:
    A. Include in your job descriptions:
        1. What work is performed.
        2. When is this work done - hours of work..
        3. Wages or salary.
        4. Job requirements - education, training, skills, etc.
        5. Job availability.
        6. Where this job might be available - company, area of country.

II. Application forms

III. Write of the advantages and disadvantages of various methods in seeking employment.
    A. Include the following:

Ninth Grade Girls' Health, Cont'd.

1. Schools, and college placement services.
2. Want ads, professional journals, trade magazines.
3. Industrial and craft unions.
4. State employment services.
5. U.S. Civil Service Commission.
6. Private employment agencies.
7. Yellow pages of the telephone directory, industrial directories, Chamber of Commerce lists.
8. Professional associations.

IV. Letter of Application.

V. Resume

VI. If a particular line of work strikes you as especially interesting, interview someone about that sort of job. (Extra Credit)

A. Be sure to include in your report of the interview:
   1. Date
   2. Time
   3. Place
   4. With whom (Name and position).
   5. In reference to what occupation.

B. This is an excellent means to obtain the information for your job investigations. (I.)

HEALTH

Ninth Grade Boys
Michael J. Garbett

Socio-Personal Health In Relation To Careers

This course is designed to involve and acquaint the student with social and personal problems in relation to one's life after his freshman year in high school. Every boy will have to prepare himself for the future. He needs the opportunity to examine and evaluate himself socially and personally and evaluate his activities so he can see if what he is doing is going to be a help to him in the future.

The concept of "everybody going to college" is not what the course is attempting to stress. The object of this course is to let each boy assess his own capabilities, interests, aptitudes, personality traits, training skills (technical and general), social skills, academic abilities, environmental influences, and emotional developments. After this is done, it is hoped that each boy will have a better understanding of himself and what he can do and what he wants to do in life.

Students need to become aware that there are many jobs that require many different types of people with different skills and training. Every student must realize that not everyone can become a doctor or a carpenter unless they possess the necessary skills and have the necessary training to meet the demands of the job.

The course is designed so that the students can gain a general understanding of their cultural heritage and their environment. After this is accomplished, the students are introduced to personality development, social development, emotional development, and intellectual development.

The above concepts and personal evaluations of self that the students have developed make career exploration possible for the students because they attach the problem now with a more realistic approach. This is possible because they are beginning to visualize in their own mind some of their limitations as a productive person in society and they also have a more confident opinion about their interests and aptitudes because of the General Aptitude Test Battery and Interest Check list they have taken during the eighth grade.

Objective 1

To create a basic understanding of one's cultural heritage.

Implementation:

1. Discussion of the seven basic stages of life and the type of development expected in each.
2. Develop an understanding of the different types of cultural heritage and their respective effects on a person. (I.Q., language barriers, minority, religion, geographic location, etc.)

Objective 2

To create an understanding of personality development, social development, emotional development and intellectual development.

Implementation:

1. Have the students gain an understanding of what a personality is.
2. Have the students gain an understanding of the types of factors that influence one's personality.
3. Have the students gain an understanding of social and environmental influences one's personality development.
4. Have the students gain an understanding of the effect parents and family have on personality development.
5. Have the students gain an understanding of the personality needs of an adolescent and how they (the students) have changed the previous two years, and how they will yet change in the next three to five years.
6. Have the students gain an understanding of behavior, behavior motivation, intelligent behavior, emotional behavior, and group behavior.
7. Have the students gain an understanding of the methods of behavioral adaption.

Objective 3

To create an awareness of the variety of careers that are available and that appeal to the students interests and aptitudes.

Implementation:

1. Each student will make four written reports on four selected careers of his choice.

2. Each student will report briefly to the teacher as to whether the students' capabilities and personality would fit the four jobs he has reported on.

Objective 4

To develop a basic understanding of group work and getting along with others in a working situation.

Implementation:

1. Various handouts will be given to the students and they will work in various sized groups under a variety of conditions to solve the problems contained in the handouts.
2. Problems will be given out which will emphasize the idea that sometimes the whole group must go along with the decision that is made even though one or more members of the group disagrees with the decision that has been made.

Objective 5

To develop a basic understanding of economics and how it relates to each person today.

Implementation:

1. To read as a group the classified ads in the newspapers so that each student can develop a better understanding of the costs of homes, cars, luxury items, etc.
2. A small discussion group work sheet that will enable the students to discuss the basic aspects of everyday

personal economic problems.

3. Handouts and work sheets from current magazines that will cause the students to develop an understanding of the current national economic problems.

Objective 6

To develop resources and skills that will help the student to obtain a job.

Implementation:

1. Each student will assess his interests, work experience to date, work skills, education and personal qualifications by developing a job resume.
2. Each student will fill out various types of application forms.
3. Professional men from the business world will come into the classroom and talk to the students about personal and social traits that they need to develop in order to obtain a job; and then the students will have a chance to be interviewed in front of the class for a fictitious job in a role-playing situation by the professional business man.

Index to kit materials that will be used at the 7th, 8th, and 9th grade levels in health.

Administrator, hospital	114
Aide, nurse's	404
Anestheiologist	116k
Anesthetist, nurse	1169
Athlete, professional	104
Athletic, coach	104
Attendant, hospital	404
Bacteriologist	122b
Bacteriology technician	122b
Beautician	404b
Beauty operator	404b
Bus boy	404i
Child guidance worker	196c
Child psychologist	125g
Chiropodist	116l
Chiropractor	116a
Climatologist	123b
Clinical pathologist	116k
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Dairy technologist	606b
Dairy man	501b
Dental assistant	203
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Dental surgeon	116c
Dental technician	116m
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Dermatologist	116k
Dietitian	116d
Director, playground	126a
Doctor, foot	116l
Doctor, medical	116k
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Drug manufacturing worker	606
Druggist	116j
Educator, health	104
Engineer, sanitary	108e
Family social worker	126
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Food administrator	1146
Food chemist	1246
Food preparation	404c
Food Service manager	114b
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Health physicist	124c
Hearing therapist	116m
Home economics	106
Insurance work	301
Janitor	401
Librarian Medical	113
Medical secretary	203
Medical technician	116c
Medical x-ray technician	116p
Mental health nurse	116q
Microbiologist	122b
Neurologist	116k
Neurosurgeon	116k
Nurse	116fg
Obstetrician	116k
Occupational therapist	116q
Ophthalmologist	116k
Optician	116
Optometrist	116h
Orthotist	116m
Osteopath	116c
Pediatrician	116k
Physical education teacher	104
Psychologist	125q
Public welfare worker	126
Radiologist	116k
Sanitarian, public health	116e
Sanitary engineer	108e
School nurse	116q
Sports announcer	119
Technologist, dairy and food	606
Umpire	104

ESCP EARTH SCIENCE, INTRODUCTION TO EARTH AND TIME, APS PHYSICS, AND SPACE SCIENCE

William Boggs

For ESCP Earth Science, Introduction to Earth and Time, APS Physics, and Space Science, it is intended that all job descriptions will include the following information:

1. Opportunities, to include advancement
2. What one does in such a job
3. Pay scales
4. Job description, ref. - DOT
5. Training requirements
6. Apprenticeship requirements, if any

A. ESCP Earth Science: Occupations will be discussed and presented as appropriate for the outline. Chapters listed below: a similar format will be followed for Introduction to Earth and Time, though chapter sequences vary.

Chapter 1

- a. Earthquakes
    1. Seismologist
    2. Geologist
    3. Earth physists
- b. Weather-watch
    1. Meteorologist
    2. Space scientist

Chapter 1, Cont'd. (ESCP Earth Science)

3. Space satellite communications

4. Space satellite industry

c. Environment

1. Ecologist

2. Urban planner

3. Rapid transit planner

4. Environmentalists

Chapter 2

Geology:

1. Geologist in government

2. Geologist in industry

3. Geologist in research

4. Astro-geologist

5. Map making

6. Survey control work

7. Research with non-profit organizations

8. Archeology

Chapter 3

a. Map making

1. Surveyor

2. Map researcher

3. Aerial photo interpreter

4. Aerial photographer

b. Navigation: Navigator for aircraft and ships

ESCP Earth Science, Cont'd.

Chapter 5

- a. Temperature fields
    - 1. Air conditioning engineers
    - 2. Air conditioning research
    - 3. Air conditioning fabricators
    - 4. Air conditioning installers
- b. Earth gravity
    - 1. Geologist who read and map gravity fields
    - 2. Astro-physists
    - 3. Earth physists
    - 4. Oil research engineer and geologists
    - 5. Mineral geologists
- c. Magnetic fields
    - 1. Navigators
    - 2. Astro physists
    - 3. NASA (use NASA handbook of jobs)

Chapter 6: Energy flow

- a. Physics teacher
- b. Earth physics teacher
- c. Research physists
- d. Civil engineer
- e. Air conditioning engineer
- f. Cryogenic engineer
- g. Electrical engineer
- h. Oil industry
- i. Mechanical engineer

Chapter 6, Cont'd. (ESCP Earth Science)

j. Nuclear physists

k. Geologists

Chapter 8: Meteorology

Meteorologists for:

a. Air lines

b. Ship lines

c. Newscasters

d. Nasa weather satellite

e. Nasa weather satellite computer programmers

f. Nasa weather satellite trajectory engineer

g. Weather interpreters

h. Weather mapping

Chapter 10: Oceanography

a. Ocean mapping

b. Sonar work in ocean floor geology

c. Sediment researcher

d. Shore and floor map profiling

e. Chemical water content (Chemical engineer)

f. Salt water biologist

g. Fish research biologist

h. Oyster breeding

i. Ocean current mapping

j. Ocean faulting (geologist)

Chapter 11: Climate

a. City water manager

b. Forest land manager

c. Ecologist

d. Water engineer (usage and storage)

It is not envisioned to show films related to the above, but laboratory experiences will bring out the need for such jobs.

Field trips related to the above are not planned since the course is one semester in length. Time, therefore, becomes critical for course content and laboratory experiences.

B. Advanced Physical Science: This is largely an unstructured class for high ability students in mathematics and science. Job description will be implemented in the general sequence outlined below, but as appropriate to the direction that class research and laboratory work would indicate.

Two full-day field trips are taken per year to relate jobs to studies undertaken. These are to the Bureau of Mines, and Wa Yang Industries, Albany, Oregon; and to Portland General Electric Trojan Power Plant, St. Helens, Oregon.

1. The world of the electron: Professional jobs in:
    a. Electronics
    b. Inorganic and organic chemistry:
        (1). Research
        (2). Pharmist
        (3). Pre-med training toward medical doctor or veterinarian
        (4). Nursing
        (5). Chemical and synthetic products industry
        (6). Home economics
        (7). Food processing
        (8). Social worker (drugs)
    c. X-Ray technician
    d. Photon physics
        (1). Photographer
        (2). Light meter designer
        (3). Cathode ray tube

Photon physics, Advanced Physical Science, Cont'd.

            (a). Engineer
            (b). Manufacturer
            (c). Physists (research)
        (4). Laser engineer
        (5). Laser physists
    e. Sound reproduction
        (1). Broadcast and T.V. studio engineer
        (2). Recording engineer
        (3). Audio tape production engineer
        (4). Video tape production engineer
        (5). T.V. repairman
        (6). Radio repairman
    f. Spectical analysis
        (1). Metalurgist
        (2). Metals industry
        (3). Bureau of mines - mineral identification
        (4). Geologist
        (5). Astronomy
        (6). Astro-physists
    g. Physics research
    h. Physics teacher
2. Nuclear physics
    a. Jobs with Atomic Energy Commission
        (See AEC book on jobs)
    b. Jobs related to:

Nuclear physics, Advanced Physical Science, Cont'd.

    (1). Electrical power
    (2). Civil defense
    (3). Carbon dating (archeologists and physists)
    (4). Biological genetics and growth (botomists)
    (5). Measuring devices (civil service)
    (6). Radiologists
    (7). Dosage readers
    (8). Portole physics
c. Jobs related to medical fields
    (1). Doctors
    (2). Nurses
    (3). Cancer research
    (4). Nuclear biologists
d. Physics teacher
e. Nuclear environmental engineer
f. Nuclear effects analyst
g. Shielding engineers

C. Space Science: The space science class is divided into two broad areas: space physics and rocket construction. Job descriptions listed below will be introduced as appropriate with the laboratory activities. Certain NASA films are also used to introduce jobs connected with that organization. Job descriptions include the following:

1. Astro-physists
2. Space and earth science teacher
3. Astronomy (visual and radar)
4. Doppler engineer
5. Spectical analysts
6. NASA (see NASA book on jobs). Jobs on board a spacecraft are developed through a 3-week class laboratory project.
7. Model rocket companies
    a. Engineers
    b. Public relations man
    c. Educational relations man
    d. Testing
    e. Plant supervisor
8. Rocket industries
    a. Rocket engine research and static testing
    b. Rocket components engineer
    c. Guidance Components engineer
    d. Computer operators, engineer, and programmers
    e. Air frame research and fabrication
    f. Design engineer (aerospace)

Space Science, Cont'd.

g. Wind tunnel analysts

h. Wind tunnel engineer

i. Launch systems engineer

j. Radar operators, engineer, and electronic repairman

k. Missile check-out specialists

l. Missile repairman

m. Laser, microwave, and radar communication engineer

n. Telemetering engineer

o. Radiation engineer

p. Field representative (engineer)

q. Testing and analysis (total system)

INDUSTRIAL ARTS

Eighth Grade
Frank Showers

Exploration of the Construction Industry

This unit is designed for occupational exploratory experiences during the Junior High School years. It's goal is to acquaint students with some of the broad aspects of occupational opportunities in the construction industry, and to encourage those with potential for this kind of work to examine it further.

The construction industry offers unlimited opportunities for many young people entering the world of work. It accounts for approximately fifteen per cent of the Gross National Product.

Students will need to become aware that entry jobs in the construction field attracts those with physical stamina, an interest in vigorous activity, and an interest in working with things more than people.

Objective 1

To create an awareness in the students of the many kinds of jobs or occupational fields that can be found in construction industries.

Implementation:

1. Assign class members to small groups and ask each group to pick one job in the cluster to analyze; listing as many aspects of it as possible, including

Objective 1 Continued

equipment and facilities needed.

2. Ask each group to report briefly to the class regarding the analysis.

Objective 2

To help students identify and explore occupational opportunities in residential building construction.

Implementation:

1. Have each student name one or more occupational specialty involved in residential building construction. Compile the list on the board or overhead.
2. Call on any student in the group, whose parents or relative are employees or employers in this industry, and have student describe for the class any unique features they know about this kind of work, (hours, hazards, etc.).
3. Take the class on a brief field trip to a nearby site where a residential building is being constructed; have students observe specific various work routines and tasks.
4. Have students compare, back in class, the jobs they observed with those on the previously prepared lists. Discuss these in relation to prepared lists. Discuss these in relation to each other, and revise the list

Objective 2 Continued

as desirable.

Objective 3

To enable students to investigate job and career opportunities in non-residential building construction. (Warehouses, offices, retail stores, etc.)

Implementation:

1. Involve class in discussion of methods of planning and carrying big building projects to completion.
2. Obtain copies of working papers, blueprints, etc., of a large building in the process of construction and help pupils relate these to what may be learned in a sketching or drafting class. (Building plans for the school may be used if other plans are not obtainable.)
3. Field trip to nearby commercial building project. Follow up with a discussion of different occupations observed. Also, compare to residential construction.

Objective 4

To acquaint students with basic information about occupations in road, airport, and highway construction.

Implementation:

1. Assign students to collect ads, articles, etc., related to this topic and analyze in relation to job opportunities.

Objective 4 Continued

2. Investigate through the D.O.T., job briefs, personal interviews, the kinds of jobs that are required for this industry, and the personal qualifications expected.
3. Have students compare and contrast job possibilities between and among the various branches of the construction industry.

Objective 5

To help students explore occupational opportunities in the heavy construction industry. (dams, large bridges, tunnels, etc.)

Implementation:

1. Introduce this aspect of construction by asking class volunteers to describe worker observations from any visits they have made to heavy construction sites. (Columbia River dams, Astoria bridge, etc.)
2. Show film on the Dalles Dam or Detroit Dam. Follow up with a discussion of occupations related to dam construction.
3. Encourage students to speculate and investigate careers that might be related to heavy construction, manufacturing of machinery, mining, transportation, and logging.

Objective 6

To enable students to identify occupations directly related

Objective 6 Continued

to construction.

Implementation:

1. Arrange for the city or county engineer to talk to the group about zoning and development of plans for buildings, parks, water and sewer systems, roads, etc. Ask him to explain briefly the qualifications for employment as a planner, or as a member of his staff.

Objective 7

To aid students in evaluating their increased understanding about occupational opportunities in the construction industry.

Implementation:

1. Discuss the common understandings attained.
2. Administer a teacher-made test, based on material covered and information available, to help evaluate the increased learning.
3. Have each student turn in a self-evaluation essay regarding construction employment, based on their own self-understanding and tentative occupational goals.

GARDINER JUNIOR HIGH

AVOCOURSES

PURPOSE: Avocourses are enrichment pursuits that have educational emphasis and value and will hopefully offer a great deal of interest and enjoyment at the same time. These courses are non-credit, approximately 9 weeks in length, not highly structured to allow student involvement in the design and objectives for the courses. Students are asked and expected to make a commitment both to the teacher, the course materials and the duration of time when registering and should choose on the basis of high interest and sincerity.

SCHEDULING: An ARENA scheduling procedure will be followed that will allow each student to pursue those courses of greatest interest to him. Courses will be filled on a first come basis but students may negotiate with a specific teacherfor entry if a class is closed. Teachers designate the class load size and may exercise some control over those applying for entry dependent upon their sincerity, attitude or purpose in joining. Generally any 7th, 8th or 9th grade student is eligible. Exceptions for the second session are those students involved with yearbook production. These students, unless released by that teacher prior to scheduling time, will have the option of changing only after the yearbook deadline date and the beginning of the third session of spring avocourses.

CLASSES: Classes will be conducted on Tuesday, Wednesday, and Thursday of each week except during Exam Weeks. The length of the period shall be the same time as all other regular classes for these days. Costs for most courses will be nothing or minimal and will become the students responsibility. In case of financial hardship a student may apply through his teacher, for a student loan.

Changing or dropping classes during the session will NOT be permitted. Because of this, choose carefully! Those students not desiring to participate in the offered classes may sign up for study time in either the MATH LAB or the SOCIAL STUDIES LAB. EVERYONE MUST SIGN UP FOR ONE of the numerous courses offered.

PROCEDURES: On the announced day for scheduling ALL students and teachers will be dismissed at about 2:00 p.m. to report to the scheduling arena (Gymnasium). Yearbook students will immediately report to room 7. All other students will proceed to seek out the courses they most want to take. Have a second choice in mind in case the class fills up before you can be accepted. Chances are that it may be offered again the second session and you may apply at that time.

Any running, pushing, shouting, line cutting or other bad behavior will probably eliminate you immediately from the very course you want to take. If you are asked to leave the arena, you cannot return and will be forced to complete scheduling the following day on your own time when most classes will perhaps be closed. Students absent that day will also have to schedule on that basis. DO NOT BE ABSENT. FOLLOW THESE STEPS:

Students: 1. Look for the sign that indicates the class you want to take.

2. Ask the teacher's permission to 'sign-up'.
3. Receive the IBM printed registration card. You must print your name and Reg. Room number on this card before leaving the table.
4. See to it that the teacher places your name and reg. number on their official Class Roster from your card.
5. Take the IBM card with you (DO NOT LOSE IT). RETURN THIS CARD TO YOUR REG GROUP TEACHER. This must be done to complete enrollment and prove you have been accepted into a class.
6. Report the following day to your 4th period Avocourse. You will be accepted into class if your name is on the teachers official registration list.

....

Teachers: 7. Reg Teachers will collect the cards from each student (checking to see that each student is enrolled) and record the information in your Reg. Roster listing so that this course can be acknowledged on the students permanent record card at the end of the year.

8. **RETURN** THE INITIALED IBM CARD TO THE OFFICE AFTER PLACING IN PROPER ALPHABETICAL LISTING. (The office will then have a record to where each student is located in case we must locate him).

AVOCOURSES

1. Airplanes and Flight - Co-Pilot: Mr. Bundy

Want a great new adventure into this sea-of-air in which we live? Not only will you learn much of the history of aircraft, and famous flights, but also learn something of flight theory. Terms such as stability, lift, weight/power ratios and many others will knowledgeably be added to your vocabulary. You will design, build, and solo your own craft (gliders, sail-planes/powered planes). There will be glide and flight contests, craftsmanship judging, and test flying. (Some flights in our gigantic airdrome flight center . . . Gym). Girls and boys will pay a fee for materials or kits - limit on size and cost. If you get air-sick easily, do not apply.

2. Try It . . . You Will Like It - Cordon Bleu Expert: Mrs. Mason

Sorry gals, this is for boy-bachelors only! Girls, even if you look like a boy you still cannot sign up. This course may not make you a competitor of Julia Childe, but it will give you a good solid and wise foundation for preparing yummy nutritious and attractive meals for real man eating pleasure. You'll eat what you prepare and be glad for it! This main course will introduce you as well to wise consumer purchasing of "Bachelor Threads," manly manners (how to attract the girl of your dream) and a "secret project" that not even you will believe when it's finished! A fee of $3.50 will let you become a member of this select group. What a rare opportunity!

3. Pole Fever - Fleet Captain: Mr. Allick

How often have you fished all day and watched the others bringing in the really, really BIG ones while you brought in nothing! YOU NEED HELP! There's more to this great sport than just pure LUCK. This course will really prepare you to compete with the "old timers" and you will learn a lot of the well-kept secrets as to where certain types of fish are found, what types of bait or lures should be used, and how to entice the big ones to choose your line! You will also learn something of the commercial aspect of fishing in Oregon, the ecological considerations of fish and game management in our State (possibly take a field trip) and then to assemble your own tackle and to MAKE YOUR OWN CUSTOM DESIGNED AUTOGRAPHED SPECIAL PURPOSE FISHING POLE!! Your finished pole will easily be worth twice your initial investment or more. You should expect to invest around $5.00 for the raw materials, but will not need to do this immediately. (If you ALWAYS catch fish on those trips, be sure to sign up . . . we need your SECRETS.)

4. Oregon Club - Tour Guide: Mrs. Barnett

Are you a stranger in town? Chances are you've spent at least part of your life in Oregon City, and yet take this 'oldtown' very much for granted without knowing very much about its fascinating and influential past. There are so many great and even amusing stories connected with the colorful personalities and events that shaped this community and State that you will be positively amazed and enthralled to learn of them. Come to life a little . . . join this group that will make you appreciate your old hometown in a new way. You'll become a much more interesting person both to yourself and others . . . maybe for the rest of your life! (A field trip or two may be anticipated).

5. Kings, Queens and Squires - Checkmake: Mr. Fullerton & Mr. Vinge

It's pretty certain that you will not get 'rooked' if you join this special breed of people that want to learn the highly challenging game of CHESS or to improve your game or even participate in the good ol' fashioned 'cracker barrel' style of CHECKERS. Special emphasis will be placed upon learning the fundamentals of the beginning game with a follow up for deeper analysis and strategic maneuvers. This may be a very quiet room, but with a lot of 'upstairs' concentration going on. Boys and girls are invited to sign up if they are sincerely interested in learning the game and feel that they - have what it takes - in the head. Here's a game that will challenge you for the rest of your LIFE! (We are trying to line up Bobby Fisher to play the Grand Master of this group! Good Luck Bobby . . you'll need it!)

6. The Carpenters - Shop Foreman: Mr. Showers

WANTED . . . GIRLS, GIRLS, GIRLS! I guess it would be all right for you to do a little singing along with your activities in this class, but it would have to be to the tune of a power saw or the shine of a lathe spinning. This class is strictly reserved for girls (even Mr. Showers will wear an apron) and you will have an opportunity of doing many neat things in shop that you've always wanted to do. You will also be taught to do a lot of home repair jobs that probably even your Dad does not know how to do. Won't that be exciting! Better hurry on this one, because space is limited, and it will fill up quickly. (If you recently have built your own house with your own dainty little hands . . . you really are SOMETHING ELSE!)

7. Write Right - Calligrapher: Mr. McQueen

Tired of all those insipid scratchy little lines left by ball point pens? Can't stand a 2-H pencil any longer or even a mushy old felt tip pen that shows little character? COME ON THEN WITH THE BOLD AND BEAUTIFUL and DECISIVE ITALIC HAND . . . this is known as CALLIGRAPHY! If you can master the fundamentals of this superb skill, you will have gained something that few people have, and one that is the envy of people everywhere. This is the most beautiful and perhaps most difficult of all lettering and writing styles yet developed by man. And yet, with practice and proper instruction, you can make it your own. You will use this wonderful style of writing in many exciting ways . . . and for a lifetime! You will need a C-2 pen nib and holder plus a bottle of scrip black washable ink. (A very small investment for such a tremendous return.)

8. Avitis - Technical Director: Mr. Maxwell

This is a terrible disease that bites certain people leaving behind an insatiable desire to operate every variety of AUDIO VISUAL machine from the most expensive $750.00

automatic 16 mm projector all the way down to the least expensive $6.50 hand film viewer! If you join this group, you're in for a lot of technical information! Upon satisfactorily completing an operators examination, you will receive a valid operators license permitting you to run any of the A.V. equipment in the building.

9. Terminal Control - Programers: Mrs. Haynes and Mr. Gribble

If you want to 'talk' to the HP 2000 B/C Digital Computer, Portugese won't help much but "Computerese" will! Would you believe that we've installed not only our own 'Hot Line' (Yellow at that) connecting to a computer miles away but also a fascinating Computer Terminal in our own building just for this class. We have . . . and YOU can learn to use it. Commands, functions, matrices, strings and statements will suddenly become a part of your vocabulary plus a lot of very specific terms unique to people in-the-know. This will be a very popular class and one that we may not be able to repeat, so space will be at a premium. Because of this, you will need to get your Math teachers approval to become eligible for the "Log-on-procedure." Ask to sign up if you want a real unique challenge and experience that not very many Junior Highs offer. Oh yes, if you have a flair for math and typing experience, you've got it made. That terminal console has a keyboard that requires some educated fingers to make it respond. This exciting adventure has been made possible through the cooperative effort of the Clackamas County

Intermediate District, our own School District, Gardiner staff members, and . . . the COMPUTER! (If you still have that giant IBM computer in your livingroom at home, you may wish to skip all this for now.)

10. Journaliers - Chief Scribe: Mrs. DuPere

Want to see your name in print . . . Influence the thinking of the entire student body . . . Be in on the latest changes in the lifestyle of Gardiner . . . Meet famous personalities? In other words join the Newspaper staff. If you are a responsible person who is able to make words work for you, then the job as cub-reporter is the one for you. First semester's staff will have first priority in enrolling, but a few choice spots may still be open, so come and 'glom onto' an interesting assignment.

11. Smart Drivers - Safety Engineer: Mr. Becker

Getting a little itchy to get your hands on the wheel of the family-4-wheeler? Planning on that learner's permit as soon as the birthday allows? Why not be ready not only for the State Written Exam, but also equipped with a lot of good survival facts that may not only help preserve the fender countenance of the family 'Chariot' but maybe your contours as well!

Defensive driving tactics are the answer and while this class in no way replaces the formal drivers education class, you may take later, it certainly will be a most valuable experience. You will need a copy of the drivers manual and a willingness to learn something about your driving future in light of Federal regulations and proposals governing man's most ingenius polluter of our environment. Gals and guys of any age level accepted. (If you've been tool'n around in your own machine without benefit of legal permit or training and 'know-it-all' . . . Please Sign Up . . . for OUR sake!)

12. Silent conversation - Shhhhhhhhhh!: Mrs. Beckley

Learn a NEW language . . . without opening your mouth to make a sound or to struggle with pronunciation or even with the grammar. How can that be? Easy! Get yourself a silent friend or two and join this 'Hush-Group' in learning to communicate with sign language. You'll learn not only the alphabet, but also many basic symbols for words and expressions. Probably you've all watched with rapped attention at some time, deaf people communicating with speed and ease and were both curious and fascinated by the entire conversation. Just think, no more trips to the office because you were being too loud and boisterous talking with a friend in class. Join up . . . it will be a silent Howl! (loudmouthed people will have a rough time making it in this class).

13. Chorus - Director: Mr. Carangelo

Do you sound great in the shower? Like to hear those resounding, resonating, rollicking melodius notes that start way down at 'gut level' to come rolling forth in perfect pitch? Do you enjoy sustaining those high notes long enough to scrub your back, two arms and half a leg? GREAT! Why not join others (not in the shower, thanks!) and put it all together under the seasoned and expert directorship of Maestro

Carangelo. A Spring Music Festival will hopefully be the result with a host of new renditions of both old favorites as well as contemporary lively numbers. The main thing is to enjoy yourself in a relaxed, informal setting by harmoniously blending your voice with others in exciting song! A little showmanship helps too! (If you sound like a 'croaky' frog . . . maybe you are one!)

14. Surveying your World - Head Transit Engineer: Mr. Gipe

Ever wonder what those guys see as they look down the tube of that funny look'n thing on three legs in the middle of the highway sometimes? Wow . . . come take a look. No fool'n, if you've ever thought about becoming an engineer, construction worker, architect, contractor, builder, bridge designer, lineman, farmer, ditch digger, or many others, this is worth looking into. It's a first exposure to the basic skills necessary for elementary surveying. Learn of the different uses this essential instrument is put to and learn by doing. Regular field exercises will allow you to use the instruments and to become familiar with triangulation techniques. Once you know the fundamentals you will go out with a 'crew' on Treasure Hunts: These are a lot of fun and real challenge. A strong interest, a good head and an average math background should make you eligible. Girls and guys may sign up . . . yes, there are girl engineers!

15. Classical Capers - Music Man: Mr. Golden

Did you know a lot of the world's very familiar and popular tunes have been taken or lifted from classical pieces of Bach, Debussy, Schubert, Liszt and many others? Often contemporary words have been set to parts of these compositions and we think of them as 'modern' when really they are not. This music appreciation hour will allow you with an ear-for-music to become better acquainted with not only some of these, but also a broad spectrum of musical selections from semi-classical and classical works and composers. You may come just to listen, to relax and day-dream a little, or even listen and do a little homework if you wish.

16. Big Swish - Operations Officer: Mr. Boggs

More and bigger Blast-off's but Not Goof-off's! If you thought 'Swish' was great, wait 'til you see Big Swish! This one is open to those that have had basic rocket experience in design from all grades as well as those with SUPERSONIC design background or equivalent math background (9th grade level.) Two groups will run concurrently . . . one of all grades designing staged rockets . . . the other in supersonic design that requires 9th math or much experience. Cost will again depend on the number and size of constructions and will be in the neighborhood of $3.00 to $3.50 for staged rockets and $4.00 to $4.50 for Supersonic work. Cost will include engines, primer, paint and other materials necessary for blast off.

17. Games People Play - Zoo Keepers: Mr. Bartel and Mr. McGee

Zick, Zack, Zackety Doo! Do you want to play in our Zoo? Hey, come join the 'Sporty Forty'! Twenty boys and twenty girls. (You don't have to be twenty.) This hour should appeal to anyone that enjoys games and activities and wants to improve their coordination and skills. Specifically three areas will be covered on a rotational basis. Mixed basketball. (What would you expect with girls?) Ping Pong. Both singles competition and that hilarious combination of mixed doubles. And last but hardly last . . . a very special brand of softball! Yes, played in the gym. Come see how it's done. You'll be absolutely amazed at what these Zoo Keepers are capable of teaching you. (If you have a total of 20 toes . . . you don't belong in this school.)

18. Happy Hookers - Hooky Expert: Mr. Langman

Are you up tight? Tied up in knots? Want to tie someone in knots? Relax by tying yarn in knots. Learn how to Latchet Hook. This skill has long been practiced but suddenly is enjoying a popular revival. And why not? Latchet hooked articles are really neat. Don't discount some of the really beautiful (and expensive) items that can be made using this technique. Learn to make a wall hanging now . . . a shag rug later (or maybe a shaggy vest or carpet bag?) Before you sign up be sure to check out the colorful and beautiful examples that Mr. Langman has to show you. Then decide what pattern you would like to tackle. A materials fee of $1.50 will buy the canvas and yarn necessary for the first project. The latchet hook will cost $1.00 for a grand total of $2.50. Boys are welcome too!

19. Landsakes - Sketch Artist: Mr. Helwig

Sharpen up that pencil . . . squint that eye . . . now start drawing! Landsakes has to do with Landscapes. More than just that however, this class will really teach you what a remarkable tool a pencil can be and how critical you can train your eye and how adept your hand can become in putting on paper some really great things. Can't draw? Good! Here's a chance to learn how. Like to draw? Good! Learn some techniques that will truly amaze you. This is a course in seeing and interpreting primarily landscape forms and lighting. The objective of the class is to help you develop seeing and drawing skills you didn't know you had. Most work will be done with the common pencil although other media will be explored such as ink, crayon, charcoal, etc. Each student will need a minimum of $0.75 in materials. (If you can match the skills of Albert Druer we'll promise you a 'one-man-show' in the Contemporary Art Gallery')

20. Creative You - Amanuensis: Mrs. Eadie

O.K. if you've got something to say . . . Say it. But can you say it so that other people will want to hear it or read it? Ah! That's the secret! That's what it is really all about. Sign up for this Creative Writing class and let the CREATIVE YOU slowly and beautifully emerge. What a wonderful opportunity to learn how to express yourself in a manner both intriguing and revealing of your inner self. If you want to develop a flair for poetry or prose this class will help you to master some of the techniques of the professional writer.

A special CREATIVE WRITERS MAGAZINE is planned to allow you to see your own polished masterpieces in print. There's a real future for the talented writer with a ready market for the *unusual and clever story.* (Scire quid valeant humeri quid ferre recusent! Right on!)

21. Grow it - Green Thumb Expert: Mrs. Morton

No that's not a herd of wild elephants crashing through the jungle you see; that's Mrs. Morton's Grow It class watering their lush greenhouse plants. The first group of grow-iters planted a 22 Ton Danish Squash. Of course, it's not too large yet and really needs the continuing loving care and nurture that only you can give. In addition to this basic greenhouse instruction, you will also be introduced to facets of the ornamental horticulture industry which includes occupations in nurseries, greenhouses, florists shops, landscaping, parks, golf courses, pesticide spraying, and garden centers. WOW! Perhaps next session may be able to do more in the farming and gardening areas of horticulture in the spring of the year.

People from the various areas of ornamental horticulture have suggested certain competencies that students should learn in a high school class of that title. (Ornamental Horticulture curriculum guide supplement, advance copy for discussion only.) The competencies I will deal with this term are plant in identification, plant propagation, plant food and growing media, and plant pest control. Three field trips have already been planned with arrangements for four guest speakers that are experts each in their own area. (Jack, will you please sign up this term . . . we still want to see what can be done with those funny-looking beans you're carrying!)

22. Make-It-Yourself - Craftyspecialist: Miss Steffensen and Mrs. Sweek

Let's make it better. Do you have a creative flair for life? Do you feel a constant need to work with your hands, causing numerous doodles and pictures to be written on homework assignments? If this is your problem, this may be the course for you! For those who know how and those who don't: Make paper and cloth flowers; macrame, crochet, knit, embroider, paint rocks and a hundred other neat things that you or the specialist can think up. Basic fee for odds and ends to get started only $1.50. (If you've recently exhibited at the Guggenheim Gallery, Please Sign Up - we want to see what you look like!)

23. Social Studies Lab - Lab Director: Mr. McMichael

Can't find any courses that appeal to you this 9 weeks? Deep down, do you feel that what you really need is a little more time to do all that homework those teachers are heaping on you? . . . especially your Social teacher? Well, I'll tell you what we're going to do! We're going to offer you that very opportunity to get that little extra done on company time! Maybe next Avocourse session you will be better equipped or interested in applying. CAUTION: Do not sign up for this section unless you are willing to use it for which it was designed . . . to provide you with additional study time and supervised help if you need it. (If you've travelled around the world more than twice in the last year, you probably do not need extra help in the social studies lab.)

24. Math Lab - Director of the Board: Mr. Spillum

So you can't find an Avocourse that fits your mood this session . . . don't worry about it. You probably could use some work and extra time and help on Math anyway, and here is the perfect solution for finding some extra time to finish all that homework that has been piling up! Sign up only if you are really looking for a place to study and need to spend some extra time on school work. This is a supervised period with help available if you need it in the area of Math. Any 7th, 8th, and 9th grade student is eligible if you fit the above description. Maybe next Avocourse session you will be able to participate in the course of your choice.

25. Yearbook - Mrs. Nosen

CAREER UNIT ACTIVITIES

This section of the final report shows the activities, plans, and lessons used by the teachers in each grade level and discipline to accomplish the various objectives in each career unit.

No attempt has been made to standardize the format of these activities. In most cases, the language used to describe the activity is that of the teacher using it in relation to his/her classroom work.

CAREER UNIT I - PUPIL INVOLVEMENT

Objective 1 - The student will write about his tentative occupational plans

Objective 2 - The student will gain knowledge about our economic system and its manpower needs as it relates to the individual

Objective 3 - The student will become familiar with occupational classifications and clusters

Objective 4 - The student will know resource for later in depth study of occupations

Objective 5 - The student can relate self-understanding to a tentative occupational choice

SEVENTH GRADE

LANGUAGE ARTS

Objective 1 - The students will write a composition, what they plan to do for the rest of their lives, what job and what qualifications they have.

Objective 2 - To help the students realize what expenses they themselves incur, they were asked to prepare a budget of their personal expenses for one month, excluding rent, medical and food expenses.

They shop by using the newspaper ads for food for their families for one week.

Objective 3 - The students use outlining as a skill for learning the ability to classify general ideas and then pinpoint specific details. They then moved to a discussion of the general classifications of jobs and what similarities caused them to be grouped together. The students had a test in matching specific occupations with clusters.

Objective 4 - The students write business letters requesting information, use *Occupational Outlook Handbook*, use the yellow pages of the phone book, use the want ads, use *Occupational Briefs* and the *Dictionary of Occupational Titles*.

Objective 5 - The students were led through the communications cycle - mainly so they could understand and interpret *feedback*, both verbal and nonverbal. They created collages on interests and likes, put numbers instead of names on back of collage, and asked another class to give "feedback" on what they could tell about the person who had created the collage. Then the originator wrote his reactions to the feedback.

Used a self-picture checklist and requested the student, a parent, and a peer fill out the form. The student then wrote a summary of similar and divergent opinions and tried to account for the differences.

The students recorded 3 things they liked to do and 3 things they did well and whether they would rather work with data, people, or things.

The students used worksheets on traits of a good newspaper reporter and asked them to emphasize their strongest traits.

They used several informal interest surveys and then returned them periodically to the student for revisions so that they could be aware of changes.

They wrote poems about themselves.

SEVENTH GRADE CONTINUED

LANGUAGE ARTS

Objective 5 - The students get in groups of 2's and take turns talking for a minute. Then they rated themselves and the other person on a checklist - called "Brick Wall Therapy" because one person talks and the other listens only.

SCIENCE

Objective 2 - All grade levels will be doing group research in science related occupations.

Objective 4 - Research in science related occupations.

Objective 5 - Research and reporting of the job information. Coordinating his own lab interest and ability to that job as well as relating to informal discussion during the field trips.

SOCIAL STUDIES

Objective 2 - Obtain Social Security Cards and discuss the Social Security System. Administer and discuss the Career Assessment Form both Fall and Spring.

Objective 5 - Administer and discuss the Career Assessment Form both Fall and Spring.

MATHEMATICS

Objective 2 - Use of Manpower Resource information booklet for graphing.

Objective 4 - Use of Occupational Briefs for graphing salaries.

Objective 5 - Discuss desirable traits and characteristics of a good student or employee.

EIGHTH GRADE

LANGUAGE ARTS

Objective 1 - Students write a composition projecting goals in life style and work for the next 10 years.

Objective 3 - People and Problems Unit - Look into different vocations that specifically help people

EIGHTH GRADE CONTINUED

LANGUAGE ARTS

Objective 3 (continued)
with physical and emotional problems. Report and discuss the importance of a job of this kind.

Objective 5 - Capitalization and Punctuation Unit - Write letters for information on jobs available, application forms, read and write want-ads, proofreading. Each student would experience all phases. Self study survey - list interests, talents, ambitions, dreams and wishes - try to fit with a job category.

SCIENCE

Objective 2 - Group research in science related occupations.

Objective 4 - Use resource materials and utilize available speakers.

Objective 5 - Students will do research and reporting of job information and coordinating his own lab interest and ability to that job as well as relating to informal discussions during field trips.

SOCIAL STUDIES

Objective 2 - Study economic system of the United States through such units as Capitalism, the Stock Market and Labor Unions.

Objective 5 - Administer Career Assessment Forms both Fall and Spring. Administer and basic interpretation of the General Aptitude Test Battery (GATB) and Interest Checklist (ICL).

MATHEMATICS

Objective 1 - Questionnaire on parent career, personal career interests and educational plans.

Objective 5 - Discuss desirable traits and characteristics of a good student or employee.

INDUSTRIAL ARTS

Objectives 3 and 4 - Discussion of units of study and career relationships, study High School clusters and Occupational Briefs.

EIGHTH GRADE CONTINUED

INDUSTRIAL ARTS

Objective 5 - Each student has experiences in different areas of instruction - helps identify interests and abilities.

NINTH GRADE

LANGUAGE ARTS

Objective 1 - Project Option (Science Fiction) Student identifies with character and writes diary of supposed daily activities.

SCIENCE

Objective 2 - Group research in science related occupations.

Objective 4 - Use resource materials and utilize available speakers.

Objective 5 - Students will do research and reporting of job information and coordinating his own lab interest and ability to that job as well as relating to informal discussions during field trips.

SOCIAL STUDIES

Objective 2 - The student will study comparative ideologies and economic systems comparing each to the democracy concept and capitalism studied at 8th grade level. An economic vocabulary will be studied. Economic systems studied will include China, U.S.S.R. and the U.S.

Objective 3 - The student will be introduced to High School class offerings, and introduced to the Cluster concept through various speakers from the high school.

Objective 5 - Administer and discuss the Career Assessment Form. Interpret the General Aptitude Test Battery (GATB) and Interest Checklist (ICL) through the Dictionary of Occupational Titles (DOT) and the manual on Occupational Aptitude Patterns (OAP).

MATHEMATICS

Objective 1 - Questionnaire on occupational interest areas

NINTH GRADE CONTINUED

MATHEMATICS

Objective 1 (continued)
and educational plans.

Objective 2 - Use manpower resource information booklet for graphing.

Objective 4 - Acquaint students with sources of career information: Dictionary of Occupational Titles, Occupational Briefs, Occupational Outlook Handbook, Career Desk Top Kit, SRA Occupational Kit, and Encyclopedia of Careers and Vocational Guidance.

Objective 5 - Use computer terminal to run Career Interest Survey (CIS).

HOME ECONOMICS

Objective 2 - Students see a film and discuss their roles as consumers.

Objective 5 - Students do self-exploration in career materials.

INDUSTRIAL ARTS

Objectives 3 and 4 - Discussion of units of study and career relationships, study high school clusters and Occupational Briefs.

Objective 5 - Each student has experiences in different areas of instruction - helps identify interests and abilities.

FINE AND APPLIED ARTS

Objective 3 - Students will be exposed to occupational cluster titles related to craft experiences.

Objective 4 - Students will work with resource materials related to occupations.

Objective 5 - Some students will begin to identify personal strengths and weaknesses in fabrication, repair and benchwork experiences.

PHYSICAL EDUCATION AND HEALTH

Objective 1 - After reviewing a variety of careers students will list job preferences.

NINTH GRADE CONTINUED

PHYSICAL EDUCATION AND HEALTH

Objective 2 - The student will study household budgets and the national economic situation and how it relates to the student and his job selection.

Objective 3 - High school speakers will present the cluster concept after introduction by the instructor.

Objective 4 - Students will use available career materials in the building.

Objective 5 - Students try to relate their personal, social and intellectual ability to their job interests that they have selected.

GRADES 7-8-9

DEVELOPMENTAL READING STUDY SKILLS COMMUNICATIONS LAB

Objective 1 - Lab students keep dossiers and complete anecdotal records. Paired and group discussions following the writing of dossiers and anecdotal records enables students to acquire concepts of styles of people and the necessity to rehearse roles they might be filling if they select certain job areas.

Objective 3 - Sensitivity training in exploring job areas give students understanding of the interaction and interdependence between various roles, make them aware of choices in vocations. Discussions led to knowledge of workday structure of their world, give them new insights into correlation and transference of skills, knowledge, tasks, environment and careers.

Objective 4 - The students use government pamphlets, articles and lists from the labor department, state pamphlets, college brochures, and community resources.

Objective 5 - In the lab, students by participating in Socio-Drama, Dr. Giamattio role-playing exercises, gained a great deal of understanding of themselves, became familiar with many occupations and communicated effectively in discussing elements of many careers available to them.

CAREER UNIT II - SELF-APPRAISAL AND SELF-UNDERSTANDING

Objective 1 - The student will become aware of the terminology used for self-understanding and job selection.

Objective 2 - The student will gather for his own use, all possible information about himself. (Files in career center.)

Objective 3 - Each student will compile a profile which will help him assess his strengths and weaknesses.

Objective 4 - The student will plan experiences, both inside and outside school, which will help him capitalize on his strengths and strengthen his weaknesses.

Objective 5 - The student will realize how self-understanding can help him acquire the skills, knowledge, attitudes, and habits needed to get along better with himself and with others.

SEVENTH GRADE

LANGUAGE ARTS

Objective 1 - Filled out job applications, discussed job qualifications, introduced concepts of personality, ability and feelings.

Objective 2 - Used a creativity test - emphasizing the student's good points. Used informal reading tests from Read magazine to test reading skills.

The students wrote compositions dealing with past experiences and independent journal type writings which are kept and returned to the student at the end of the term to help him create a history of experiences for himself.

The students wrote personality stories about each other.

Objective 3 - A file was made for each student and all material relating to him was kept there.

A chart was made showing strengths and weaknesses in each student's personality and abilities.

Objective 5 - Role played family situation - such as how to get a raise in allowance, how to ask permission for various activities and school situations like how to make a new student feel welcome.

Wrote about and discussed "What Is A Friend?"

Discussed how nonverbals can affect the way a person is perceived.

Discussion of several short stories which deal with problems of the individual functioning with family and friend.

SCIENCE

Objective 1 - Students will research science related occupations as assigned.

Objective 4 - Students will gain this through everyday experiences in science and home lab work assigned as well as field trips and appropriate speakers.

Objective 5 - The ability to work within a group as well as individual work will provide a chance to evaluate group discussions versus individual discussions.

SOCIAL STUDIES

Objective 3 - Administration, exploration, and use of the Career Assessment Form.

SEVENTH GRADE CONTINUED

SOCIAL STUDIES

Objective 2 - Study family background, family tree, race and ethnic qualities of self.

MATHEMATICS

Objective 2 - Keeps records of personal habits - absence, tardy, assignments, lost materials, forgotten grades, etc.

Objective 4 - Schedule mathematics courses and Avocourses compatible with abilities, needs and interests.

Objective 5 - Discuss desirable traits and characteristics of a good student or employee.

EIGHTH GRADE

LANGUAGE ARTS

Objective 1 - Spelling and vocabulary tests using occupational terminology.

Objective 2 - Students prioritized a list of values, then questioned the whole class to find out what values were the most important to the majority of students. They were then asked how these values would affect their behavior.

The students kept track of how they were using their time by writing down their out-of-school activities for a week, evaluated whether or not the time was used well and then attempted a change, if necessary, for the following week.

Objective 3 - Students complete a self-evaluation survey which includes self, parent, adult, and peer evaluation.

SCIENCE

Objective 1 - Students will research science related occupations as assigned.

Objective 4 - Students will gain this through everyday experiences in science and home lab work assigned as well as field trips and appropriate speakers.

Objective 5 - The ability to work within a group as well as individual work will provide a chance to evaluate

EIGHTH GRADE CONTINUED

SCIENCE

Objective 5 (continued)
group discussions versus individual discussions.

SOCIAL STUDIES

Objective 3 - Administration and discussion of the Career Assessment Form.
Administration and basic interpretation of the GATB and Interest Checklist.

MATHEMATICS

Objective 4 - Schedule math courses and Avocourses compatible with abilities, needs and interests.

HOME ECONOMICS

Objective 4 - Home Experience Projects.

NINTH GRADE

LANGUAGE ARTS

Objective 5 - Films: Self Awareness, Values, Self-Understanding. The novel, Outsiders, provides good background for themes - How jobs affect family and friends.

SCIENCE

Objective 1 - Students will research science related occupations as assigned.

Objective 4 - Students will gain this through everyday experiences in science and home lab work assigned as well as field trips and appropriate speakers.

Objective 5 - The ability to work within a group as well as individual work will provide a chance to evaluate group discussions versus individual discussions.

SOCIAL STUDIES

Objective 3 - Administer and discuss the Career Assessment Form. Interpretation of the General Aptitude Test Battery Interest Checklist through the Dictionary of Occupational Titles and Occupational Aptitude Patterns.

NINTH GRADE CONTINUED

SOCIAL STUDIES

Objective 4 - Personal counseling sessions before and during high school scheduling.

MATHEMATICS

Objective 2 - Basic Skills Checklist to help indicate strengths and weaknesses in math. Career Interest Survey (CIS) questionnaire.

Objective 3 - Career Interest Survey (CIS) questionnaire.

Objective 4 - Schedule math course and Avocourse compatible with abilities, needs and interests.

PHYSICAL EDUCATION AND HEALTH

Objective 1 - Personal Inventory Checklist, ideal and perceived self discussion and self concept unit.

Objective 2 - Personal Inventory Checklist - Goal Sheet - Parents goal sheet.
Cultural and Heredity Unit discussion.

Objective 3 - Personal Inventory Checklist.
Self concept and Perceived self unit.
Personal Resume'

Objective 4 - Develop personal Resume' with the thought of using this to get a job.

Objective 5 - Personal Inventory Checklist.
Self-Understanding - Perceived Self- and Self-concept unit.
Personal Resume'.

HOME ECONOMICS

Objective 2 - On the self-awareness unit the student will decide his good and bad points.

Objective 3 - Student will analyze experiences in class.

Objective 4 - Home Experience Projects.

Objective 5 - Make a poster good and less good skills, attitudes and actions. Strive to work at and improve at least one area.

NINTH GRADE CONTINUED

FINE AND APPLIED ARTS

Objective 3 - Students will be called upon to analyze his attitudes regarding different craft experiences.

Objective 4 - Students indicating high aptitude or interest will be given opportunities to broaden experiences in cluster areas.

GRADES 7-8-9

DEVELOPMENTAL READING STUDY SKILLS COMMUNICATIONS LAB

Objective 1 - As students pursued role activities, made tentative choices through exploring and discussing careers, both as a group and as an individual, rehearsed roles to give them greater awareness on their part in better understanding themselves and in student adjustment involved in career opportunities.

Objective 2 - Anecdotal records, dossiers, and folders are kept and updated for evaluation purposes as students investigate, explore, express interest and become involved in the world around them and of themselves.

Objective 3 - Lab students carried on various activities using paper folders which contained an evaluation, an assessment of themselves by teachers, parents, friends, self evaluations, all depicting roles that the above named identified with the students.

Objective 5 - Lab students were active participants in initiating and implementing the television studio. The students wrote, produced, handled all technical aspects and did any other jobs needed to run a T.V. station. This was very useful for group and individual responsibility.

CAREER UNIT III - RELATING SCHOOL TO OCCUPATIONAL PLANNING

Objective 1 - The student will relate the value of his present studies to future occupational opportunities.

Objective 2 - The student will be able to relate skills, knowledge, attitudes, and habits of at least one elective course to salable skills in a future job.

Objective 3 - The student develops or reviews, through individual or group conferences, with counselors, his education plan for high school.

Objective 4 - The student will analyze and reinforce skills he has developed or needs to develop to be successful at being a student (his present occupation).

SEVENTH GRADE

LANGUAGE ARTS

Objective 1 - Guest speakers emphasize what communications skills are needed for particular jobs.

Objective 2 - Multi-media class worked on putting out the school newspaper, worked with video-tape equipment, did talk shows and commercials, did newspaper ads over the school's P.A. system, visited the local newspaper offices and photography galleries, covered the jobs of reporter, editor, editorial writer, columnist, pollster, marketing researcher and all jobs related to the T.V. and radio occupations. Several field trips were taken to T.V. studios.

Objective 4 - Reading and Composition - Emphasis on exposition as a skill for future school studies.

SCIENCE

Objective 1 - The student will do job related research in science related occupations as well as occupational briefs and booklets in the classroom.

Objective 2 - Accomplished through lab experience and occupations reported to the class by student groups.

Objective 4 - Accomplished by group interaction in the lab, teacher interaction, and teacher conferences, informally during the lab.

MATH

Objective 1 - Discussion of math background needed for college degrees or everyday living. Relate classwork to occupations and everyday living experience.

Objective 2 - Relate math oriented Avocourses and Computer to future jobs.

Objective 3 - Discuss math programs - Review with each student his accomplishments, capabilities, goals, and recommendations for next year.

Objective 4 - Use a checklist on class responsibilities. Continual stress on desirable traits.

EIGHTH GRADE

LANGUAGE ARTS

EIGHTH GRADE CONTINUED

LANGUAGE ARTS

Objective 1 - Relied on D.O.T. for information regarding what language skills would be needed for specific jobs.

Objective 4 - Review of using the library. Emphasis on using Reader's Guide, A Unit on Research Resources and Methods.

SCIENCE

Objective 1 - The student will do job related research in science related occupations as well as occupational briefs and booklets in the classroom.

Objective 2 - Accomplished through lab experience and occupations reported to the class by student groups.

Objective 4 - Accomplished by group interaction in the lab, teacher interaction, and teacher conferences, informally during the lab.

MATH

Objective 1 - Review math background needed for college degrees and everyday living. Relate classwork to occupations and everyday living experience.

Objective 2 - Relate math oriented Avocourses and Computer to future jobs.

Objective 3 - Discuss math programs - Review with each student his accomplishments, capabilities, goals and recommendations for next year.

Objective 4 - Use a checklist on class responsibilities. Continual stress on desirable traits.

HOME ECONOMICS

Objective 4 - Students learn that responsibility and organization lead to success in this area. They will recognize the need for keeping the sewing and food areas clean and neat.

FINE AND APPLIED ARTS

Objective 4 - Students will develop the ability to recognize needs for care of work areas, materials and tools.

EIGHTH GRADE CONTINUED

INDUSTRIAL ARTS

Objective 1 - Students will learn the relationship of materials and processes used in the industrial arts curriculum are related to occupations and fields of employment.

Objective 2 - A reality of all areas of study in the industrial arts program.

Objective 3 - Discussions of clusters will be held with students when making out forecast sheets.

NINTH GRADE

SCIENCE

Objective 1 - The student will do job related research in science related occupations as well as occupational briefs and booklets in the classroom.

Objective 2 - Accomplished through lab experience and occupations reported to the class by student groups.

Objective 4 - Accomplished by group interaction in the lab, teacher interaction, and teacher conferences, informally during the lab.

SOCIAL STUDIES

Objective 3 - Teacher will counsel individually with student about plans for the future which will include high school scheduling. There will be speakers from the high school from the various subject areas.

MATHEMATICS

Objective 1 - Review math background needed for college degrees and everyday living. Relate classwork to occupations and everyday living experience.

Objective 2 - Relate math oriented Avocourses and Computer to future jobs.

Objective 3 - Discuss math programs - Review with each student his accomplishments, capabilities, goals and recommendations for next year.

Explain state and district graduation requirements for math.

NINTH GRADE CONTINUED

MATHEMATICS

Objective 4 - Use a checklist on class responsibilities. Continual stress on desirable traits.

HOME ECONOMICS

Objective 1 - Student will understand that all home economics skills are future related - either to job as homemaker or other jobs.

Objective 4 - Students will understand that responsibility and organization lead to success in this area and recognize the need for keeping sewing and food area neat and clean.

FINE AND APPLIED ARTS

Objective 4 - Student will develop the ability to recognize needs for care of work areas, materials and tools.

INDUSTRIAL ARTS

Objective 1 - The student will understand the relationship of materials and processes used in the industrial arts curriculum are related to occupations and fields of employment.

Objective 2 - A reality of all areas of study in the industrial arts program.

Objective 3 - Discussions of clusters will be held with students when making out forecast sheets.

PHYSICAL EDUCATION AND HEALTH

Objective 1, 2, 3, & 4 - Student tries to gain a better understanding of himself and what he is trying to accomplish in school in order to be a successful person in school. Everything done in the course is related to the idea that now is a training ground for the rest of his life.

GRADES 7-8-9

DEVELOPMENTAL READING STUDY SKILLS COMMUNICATIONS LAB

Objective 1 - Stress is placed on the importance to reading and understanding to making a living in today's society and areas of their choice.

Objective 2 - Students realize that the communications skills are of the utmost importance to them as they prepare for vocations. Overall knowledge of content areas, a mastery of the comprehensive reading skills, good study skill habits, plus a good "self-image," plus the goal of independent learner motivates, refines, and identifies the salable skills gained in the lab and applies then to varied careers.

Objective 3 & 4 - In the lab through diagnostic tests and anecdotal records the student identifies his weaknesses and strengths in all content, and comprehensive reading skills. He is then "programmed" in individually at his own level of need, progresses at his own learning and working rate, has instant response, becomes an active participant in all subject areas, and achieves responsibility to himself and others in the lab as he changes stations, becomes an independent learner, as he gains valid reading levels in all areas, applies these skills to his other subject matter classes and becomes aware of himself as an "O.K." human being.

CAREER UNIT IV

Objective 1 - The student will become acquainted with the concepts, related to production, distribution, and consumption, which are essential to understanding our economic system.

Objective 2 - The student will explore the need for a healthy economy as it relates to himself.

Objective 3 - The student will examine aspects of business operation.

Objective 4 - The student will realize the role of government in our economic system.

Objective 5 - The student will investigate his role as a consumer.

SEVENTH GRADE

LANGUAGE ARTS

Objective 1 - The student will discuss supply, demand, techniques to influence buying, T.V. unit (advertising), creation of a buying public, etc.

Objective 2 - The students will write about their personal goals and the relationships to our economic system.

Objective 3 - Avocourses provide an area for field trip and speakers to discuss business.

Objective 5 - Speakers and discussion regarding consumer roles in energy crisis (PGE, gas station operator).
Hold a book auction with student auctioneer.

SCIENCE

Objective 3 - All field trips will include this aspect.

MATHEMATICS

Objective 1 - Throughout the year the students will do projects and textbook problems related to savings, stocks, insurance, taxes, buying, etc. The students will work on projects related to buying from newspaper ads.

Objective 5 - The students will relate their role of consumer to purchasing of commodities for families: groceries, utilities, etc. The students will also do a unit on meal planning in relationship to budgeting.

FINE AND APPLIED ARTS

Objective 4 - Areas of government subsidy for the arts are discussed; recreation, bill boards, parks, national gardens, and monuments.

EIGHTH GRADE

LANGUAGE ARTS

Objective 5 - The students place a written catalog order. They write a letter of complaint about poor service. Discussion of customer service and responsibilities in business.

Students complete a notebook of examples of various kinds and types of ads, created a product and

EIGHTH GRADE CONTINUED

LANGUAGE ARTS

Objective 5 (continued)
made a replica of it, role played a situation with a group acting as manufacturers, actually took a public poll to find why people really buy a similar product, designed a magazine ad, and actually filmed a commercial for their product.

SCIENCE

Objective 3 - This will be done in relationship to all field trips.

Objective 5 - This is accomplished through a study of ecology in earth science.

SOCIAL STUDIES

Objective 1 - Study of economics in the United States, under capitalism, and the history leading to the establishment of this economic system.

Objective 5 - The students will investigate their roles as consumers in a energy crisis. Speakers are available from power (PGE) and gasoline companies.

MATHEMATICS

Objective 1 - Throughout the year the students will do projects and textbook problems related to savings, stocks, insurance, taxes, buying, etc. The students will work on projects related to buying from newspaper ads.

Objective 3 - The students relate percentage problems to banking, loans, credit, notes, stocks and bonds.

Objective 5 - The students will work with discounts, costs, balancing checkbooks, household costs, and installment buying.

HOME ECONOMICS

Objective 1 - All lab work is oriented toward learning to be better consumers and the laws which affect us.

Objective 5 - In the cooking and sewing labs the students will investigate the consumer's role in purchasing their needed supplies.

EIGHTH GRADE CONTINUED

INDUSTRIAL ARTS

Objective 1 - Strong emphasis on the production and consumption is covered in the curriculum.

Objective 3 - Mass production unit.

Objective 5 - Consumer units on tools and furniture.

FINE AND APPLIED ARTS

Objective 1 - This will be accomplished through films and speakers on commercial aspects of units or materials being used in craft experiences.

Objective 3 - Students are exposed to commercial uses of materials being used in crafts experiences.

Objective 4 - Areas of government subsidy for the arts are discussed.

NINTH GRADE

SCIENCE

Objective 3 - This will be accomplished through discussions on field trips.

SOCIAL STUDIES

Objective 1 - This will be accomplished through a study of comparative economics systems. The basis will be the knowledge of the capitalist, free enterprise system from grade 8. An extensive vocabulary list will be used as one basis.

MATHEMATICS

Objective 1 - Throughout the year the students will work with projects and textbook problems related to savings, stocks, insurance, taxes, buying, etc. The students will work on projects related to buying from newspaper ads.

Objective 3 - The students will study percentage as it relates to business: cost, mark-up, selling price, wages, installment buying, and investments.

Objective 4 - The student will complete the Income Tax Unit from the Internal Revenue Service.

NINTH GRADE CONTINUED

MATHEMATICS

Objective 5 - The students will complete projects in buying and selling, use of menus, adding machines and computer programming.

HOME ECONIMICS

Objective 1 - All lab work is oriented toward learning to be better consumers and how the laws affect us.

Objective 2 - The students will make family budgets.

Objective 3 - This is accomplished through field trips to grocery and department stores.

Objective 5 - The student will look at and discuss her role as a consumer in all aspects of the cooking and sewing labs.

INDUSTRIAL ARTS

Objective 1 - Strong emphasis on the production and consumption is covered in the curriculum.

Objective 3 - The students complete a study of mass production.

Objective 5 - The students complete consumer units on tools and furniture.

FINE AND APPLIED ARTS

Objective 1 - This will be accomplished through films and speakers on commercial aspects of units or materials being used in craft experiences.

Objective 3 - Students are exposed to commercial uses of materials being used in crafts experiences.

Objective 4 - Areas of government subsidy for the arts are discussed.

PHYSICAL EDUCATION AND HEALTH

Objective 1 - Students will complete a newspaper "want-ad" unit where the student sees jobs available, job pay, housing and car costs.

Objective 2 - Students will complete a short unit on personal economics.

NINTH GRADE CONTINUED

PHYSICAL EDUCATION AND HEALTH

Objective 3 - Students will participate in role play of "on the job" decisions that require some "give and take" on the part of all involved.

Objective 4 - This will be handled briefly in the economic unit and in small group work and discussions.

Objective 5 - The students will complete a project developing a monthly budget based on job selection and known income from the paper.

GRADES 7-8-9

DEVELOPMENTAL READING STUDY SKILLS COMMUNICATIONS LAB

Objective 2 - The students become very aware as they explore careers that there has to be a "market" for their skills, and in our economy at present the students voice their doubts, opinions, as to whether the careers they choose to pursue in the next few years will find a healthy climate in which to prosper.

Objective 3 - The students visit Channel 8 TV studio to gain insight into the advertising aspects of TV and as to how the programs feel as to the necessity of advertising as opposed to government controlled TV. Field trips will include TV studio, Community College, and local businesses.

Objective 4 - The students read government pamphlets and discussed as a group current events related to government's role in economics.

CAREER UNIT V

Objective 1 - The student will learn to interpret the Dictionary of Occupational Titles (*DOT*) numerical coding system and to use the *DOT* system in finding and filing occupational information.

Objective 2 - The student will organize for indepth study of selected occupations by identifying individual preferences for research in relation to *data*, *people*, and *things*.

Objective 3 - The student will learn the appropriate research activities for gathering and evaluating occupational information.

SEVENTH GRADE

LANGUAGE ARTS

Objective 3 - The students will interview an adult about their job and prepare an oral report from it.

SCIENCE

Objectives 2 and 3 - This will be accomplished through research assignments in related materials.

EIGHTH GRADE

LANGUAGE ARTS

Objective 1 - The teacher will explain the definitions and numerical coding system. The student will complete exercises using worksheets, simulated situations, etc.

Objective 2 - Use the Reader's Guide along with other references mentioned.

Objective 3 - Special emphasis is placed on interviewing techniques for new reporters.

SCIENCE

Objectives 2 and 3 - This will be accomplished through research assignments in related materials.

NINTH GRADE

SOCIAL STUDIES

Objective 2 - The student will make extensive use of the DOT in interpreting the GATB and ICL test results.

MATHEMATICS

Objective 1 - The students will use the DOT as needed for occupational research.

Objective 2 - The students will complete the Career Interest Survey (CIS) and related projects.

INDUSTRIAL ARTS

Objective 2 - The students will fill out occupational sheets for different units covered.

NINTH GRADE CONTINUED

PHYSICAL EDUCATION AND HEALTH

Objective 3 - The students will complete a Job Resume' and related exploration projects.

CAREER UNIT VI - EXPLORING JOBS INVOLVING WORK WITH DATA, PEOPLE, AND THINGS.

Objective 1 - The student will gain a general understanding of the relationship of data, people, things work with our economic system.

Objective 2 - The student will identify and explore specific requirements and skills needed for working for data, people, things primary function.

Objective 3 - The student will evaluate personal interests in these categories in relation to other knowledge of self.

Objective 4 - The student will investigate changes taking place in this field of work and compare the opportunities in data, people, things work with those in other areas of employment.

SEVENTH GRADE

SCIENCE

Objective 1 - The lab oriented course does this on a continuous basis and is reinforced by comparing lab requirements to industry requirements.

Objective 3 - Counseling with the student occurs based on his interest and abilities.

Objective 4 - This is accomplished through field trips, speakers, and films.

MATHEMATICS

Objective 2 - This is accomplished through the Avocourses, math problems, graphing, record keeping, and use of measuring instruments.

EIGHTH GRADE

LANGUAGE ARTS

Objective 1 - Use the definitions given in the Dictionary of Occupational Titles (DOT) that clarify the level of involvement in each category as vocabulary words on a test.

SCIENCE

Objective 1 - The lab oriented courses do this on a continuous basis and is reinforced by comparing lab requirements to industry requirements.

Objective 3 - Counseling with the student occurs based on his interests and abilities.

Objective 4 - This is accomplished through field trips, speakers, and films.

SOCIAL STUDIES

Objective 1 - Learning to use the Dictionary of Occupational Titles (DOT) by research, discussions, and worksheets.

Objective 2 - Administration and brief discussion of General Aptitude Test Battery (GATB) and Interest Checklist (ICL).

Objective 4 - Research history of occupations - show those that have disappeared, and are disappearing and reasons for this.

EIGHTH GRADE CONTINUED

MATHEMATICS

Objective 2 - This is accomplished through the Avocourses, math problems, graphing, record keeping and use of measuring instruments.

INDUSTRIAL ARTS

Objective 2 - This is accomplished through discussions and research of occupational requirements for different jobs.

Objective 4 - This is accomplished through a discussion of the changes in industry as they relate to the area of study.

FINE AND APPLIED ARTS

Objective 2 - Student will use occupational resources to investigate opportunities in areas of skills or materials used in craft experiences.

Objective 4 - Films and speakers are used that relate craft experiences to occupational clusters.

NINTH GRADE

SCIENCE

Objective 1 - The lab oriented courses do this on a continuous basis and is reinforced by comparing lab requirements to industry requirements.

Objective 3 - Counseling with the student occurs based on his interests and abilities.

Objective 4 - This is accomplished through field trips, speakers, and films.

SOCIAL STUDIES

Objective 2 - This is accomplished through working with the Dictionary of Occupational Titles while interpreting the results of the General Aptitude Test Battery and Interest Checklist.

MATHEMATICS

Objective 2 - This is accomplished through the Avocourses, math problems, graphing, record keeping and use of measuring instruments.

NINTH GRADE CONTINUED

HOME ECONOMICS

Objective 1 - This is accomplished through discussions and projects concerning the affect prices have on us.

Objective 2 - This is accomplished through individual research and special speakers.

FINE AND APPLIED ARTS

Objective 2 - The students use occupational resources to investigate opportunities in areas of skills or materials used in crafts experiences.

Objective 4 - Films and speakers are used that relate craft experiences to occupational clusters.

PHYSICAL EDUCATION AND HEALTH

Objective 2 - Each student does a write-up of 4 career reports using the building career materials as resources.

Objective 4 - Students discuss changes and attempt to make a judgment of the future on their 4 career reports.

CAREER UNIT VII - EVALUATE EXPERIENCES AND PLANNING AHEAD

Objective 1 - Each student will review his future educational needs and reassess occupational opportunities.

Objective 2 - Each student will clarify his understanding of regualtions and agencies controlling or affecting workers.

Objective 3 - The student will know effective resources and techniques for locating and acquiring jobs.

Objective 4 - The student will identify factors involved in holding and succeeding in a job.

Objective 5 - The student is able to identify guidance resources which will assist persons whose educational or occupational plans require change.

Objective 6 - The student and teacher evaluate individual and group progress and react to the career experience.

SEVENTH GRADE

LANGUAGE ARTS

Objective 1 - Relating to job applications and interviews - How do they plan to become qualified?

Objective 4 - Discussion and interviews about films: "Are You Right For This Job?" and "Who Would Hire You?"

SCIENCE

Objective 4 - Stress by the teacher as a part of the regular curriculum: (a) giving a good measure of work, (b) accuracy in work, (c) honesty, and (d) tact and understanding of others.

SOCIAL STUDIES

Objective 2 - Discussion of the Social Security System in connection with obtaining their Social Security card.

MATHEMATICS

Objective 1 - Forecasting further study in math.

Objective 4 - Stress is placed on developing habits of punctuality, neatness, responsibility, and cooperation.

FINE AND APPLIED ARTS

Objective 4 - "Work team" approach emphasizes "holding up their end" for successful completion of exercise - shows how to be a successful employee.

Objective 6 - As work situations break down evaluations are made. Discuss employment and advancement in industry.

EIGHTH GRADE

LANGUAGE ARTS

Objective 4 - Study habits are compared to work habits. Developing desirable habits is practiced.

SCIENCE

Objective 4 - Stress by the teacher as a part of the regular curriculum: (a) giving a good measure of work,

EIGHTH GRADE CONTINUED

SCIENCE

Objective 4 (continued)
(b) accuracy in work, (c) honesty, and (d) tact and understanding of others.

SOCIAL STUDIES

Objective 2 - Study areas such as labor unions, apprenticeships, federal wage and hour laws as they relate to the study of American government. Have a Stock Market unit. Use the Stock Market game. Have an economics unit to teach term, vocabulary, etc.

MATHEMATICS

Objective 1 - Forecasting further study in math.

Objective 4 - Stress is placed on developing habits of punctuality, neatness, responsibility and cooperation.

INDUSTRIAL ARTS

Objective 2 - Discussion of unions and apprenticeship programs.

Objective 3 - Research of different occupations as they relate to the area being studied.

Objective 4 - Rules and regulations of the shop relate to industry and a work situation.

FINE AND APPLIED ARTS

Objective 4 - Work units and assignments in crafts follow "on the job" methods. Students work on group assignments which may emphasize need for individuals to "carry their load" and the interdependence upon others.

NINTH GRADE

LANGUAGE ARTS

Objective 4 - Composition - "How A Student Views Himself As A Wage Earner". Interaction and group discussion based on the ideas brought out.

SCIENCE

Objective 1 - Personal counseling as requested by the

NINTH GRADE CONTINUED

SCIENCE

Objective 1 (continued)
student in this area.

Objective 3 - A part of discussion carried on during field trips.

Objective 4 - Stress by the teacher as a part of the regular curriculum: (a) giving a good measure of work, (b) accuracy in work, (c) honesty, and (d) tact and understanding of others.

SOCIAL STUDIES

Objective 1 - Individual counseling in relationship to high school scheduling.

Objective 2 - Study Department of Labor, and Wage and Hour Commission, in relationship to acquiring work permits.

MATHEMATICS

Objective 1 - Discuss need for possible occupations and occupational changes. Forecasting further study in math.

Objective 4 - Stress is placed on developing habits of punctuality, neatness, responsibility, and cooperation.

HOME ECONOMICS

Objective 1 - Use films to preview available occupational opportunities.

Objective 4 - Individual investigation and use speakers as needed and available.

Objective 5 - Special speakers from Clackamas Community College.

INDUSTRIAL ARTS

Objective 2 - Discussion of unions and apprenticeship programs.

Objective 3 - Research of different occupations as they relate to the area being studied.

NINTH GRADE CONTINUED

INDUSTRIAL ARTS

Objective 4 - Rules and regulations of the shop relate to industry and a work situation.

FINE AND APPLIED ARTS

Objective 2 - Discussion regarding aspects of working and designing on commission, on job, on bid, and contract.

Objective 4 - Managing time and materials, care of equipment is covered in detail work units and assignments in crafts follow "on the job" methods. Students work on group assignments which may emphasize need for individuals to "carry their load" and the interdependence upon others.

PHYSICAL EDUCATION AND HEALTH

Objective 1 - Evaluating what the student wants to do in life and what type of education he needs to get there.

Objective 2 - Discussion of union type jobs and professional type jobs to get a basic understanding of both.

Objective 3 - Students will develop a personal resume'.

Objective 4 - Group assignments - role play situations and outside speakers such as personnel directors.